DOCUMENT RESUME

ED 264 992 RC 015 557

AUTHOR	Cox, J. Lamarr; And Others
TITLE	Study of High School Dropouts in Appalachia.
INSTITUTION	Research Triangle Inst., Triangle Park, NC. Center for Educational Studies.
SPONS AGENCY	Appalachian Regional Commission, Washington, D.C.
REPORT NO	RTI/3182-01/01-FR
PUB DATE	22 May 85
NOTE	157p.; Tables may not reproduce well due to small print.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Data Collection; Definitions; Dropout Characteristics; *Dropout Programs; *Dropout Rate; *Dropouts; High Schools; *High School Students; Information Needs; *Program Descriptions; Program Design; Program Improvement; Regional Characteristics; Research Needs; *Rural Areas; Rural Education; State Surveys
IDENTIFIERS	*Appalachia

ABSTRACT

A study of high school dropouts and programs in Appalachian regions of 13 states also sought exemplary programs and methods of replication. The high school dropout rate was found to be 5.8% higher than the national average of 23.9%. Within the region, rates were 19.1% in the northern, 38% in the central, and 30% in the southern region. Differences in collecting and reporting data were detailed with implications for the study. Data gathered on dropout characteristics included reasons for school-leaving, behavioral descriptions, and sex and racial differences. Approximately 23% of the Appalachian school districts reported having dropout reduction/remediation programs and provided program descriptions. Program efforts were reported to be limited by lack of resources and information about appropriate and effective approaches. Components judged to be most important in program success were identification of cause/need, planning based on cause/need, development of effectiveness measures, and development of a feedback system. Study recommendations included standardization of data collection procedures, improved availability of information about dropout programs, and increased research on exemplary dropout programs. Appendices provide dropout definitions, methods of data computation, and data for 13 states and a list of dropout programs by location and type; 14 tables amplify the text. A 46-item annotated bibliography is included. (LFL)

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Center for Educational Studies

RTI Report Number RTI/3182-01/01 FR

May 22, 1985

Study of High School Dropouts in Appalachia

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Prepared for

Appalachian Regional Commission
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Washington, DC 20235

RC015557

Acknowledgements

The authors wish to express their appreciation for the cooperation and contributions of the following individuals.

William M. "Bill" Rushton, Commission Alternate to Alabama Govenor George C. Wallace

Ruth Lockett, State of Alabama, Department of Education

Floyd R. Johnson, Jr., State of Alabama, Department of Education

Mary Louise Simms, State of Alabama, State Occupational Information Coordinating Committee

Griff Doyle, Commission Alternate to Georgia Governor Joe Frank Harris

Bill Alred, Georgia Department of Education

Lynn Stroud, Georgia Department of Education

Wesley O. Boyd, Georgia Department of Education

Billie J. Sherrod, Georgia Department of Education

Curtis Kingsley, Georgia Department of Education

Larry Hayes, Commission Alternate to Kentucky Governor Martha Layne Collins

David Jackson, Kentucky Department of Education

Del Crabtree, Kentucky Department of Education

Charles Calloway, Kentucky Department of Education

Lois Johnson, Kentucky Department od Education

Lynn Fluegge, Kentucky Department of Education

Hans F. Mayer, Commission Alternate to Maryland Governor Harry R. Hughs

Min Leong, Maryland State Department of Education

Linda Thomas, Education Service Agency (Maryland)

W. A. "Sonny" Speights, Commission Alternate to Mississippi Governor Bill Allain

Richard A. Boyd, Mississippi State Department of Education

Jamie Bray, Mississippi State Department of Education

Ralph Brewer, Mississippi State Department of Education

N. F. Smith, Mississippi State Department of Education

Ruth Garling, Mississippi State Department of Education

Jack Gunn, Mississippi State Department of Education

Nellie Hutchison, Governor's Commission for Children and Youth, State of Mississippi

Ken Hurt, Appalachian Development District (Mississippi)

Kathy Shappley, Appalachian Development District (Mississippi)

Gail S. Shaffer, Commission Alternate to New York Governor Mario M. Cuomo

John J. Stiglmeier, New York State Education Department

James Moore, New York State Education Department

J. Jack Hawke, Commission Alternate to North Carolina Governor James G. Martin

J. W. Jenkins, Department of Public Instruction, State of North Carolina

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Marnie Shaul, Commission Alternate to Ohio Governor Richard F. Celeste

Harry Meek, Ohio Department of Education

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James O. Pickard, Commission Alternate to Pennsylvania Governor Dick Thornburg

Ronald Wingfield, Department of Education, Commonwealth of Pennsylvania

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Donald R. Hinson, Commission Alternate to South Carolina Governor Richard W. Riley

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Joanne Kerrey, South Carolina Department of Education

Mary Jo Feriter, South Carolina Department of Education

Michael E. McGuire, Commission Alternate to Tennessee Governor Lamar Alexander

Joy McLarty, Tennessee State Department of Education

Anna Blackmon, Tennessee State Department of Education

Charlene Becker, Tennessee State Department of Education

Stewart H. Gamage, Commission Alternate to Virginia Governor Charles S. Robb

Howell Gruver, Virginia Department of Education

George Eanes, Virginia Department of Education

Diane Wresinski, Virginia Department of Education

Richard Dickerson, Virginia Department of Education

Katharine Bullard, Commission Alternate to West Virginia Governor Arch E. Moore, Jr.

Therese M. Wilson, West Virginia Department of Education

Roy Thomas, Marshall Univeristy (West Virginia)

Ben H. Dickens, Marshall University (West Virginia)

Elenora Pepper, West Virginia Department of Education

We also wish to thank the personnel in the 1033 Appalachia School Districts and the 69 Local Development Districts for their patience and enthusiasm in responding to our numerous questions.

And, finally, we express our appreciation for the cooperation and professional guidance of the following Appalachian Regional Commission Staff members.

Rita Spivey, Project Officer

Robert Decker

Mel Rottenberg

Cari Prickett

Judy Maher

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Study of High School Dropouts in Appalachia

Executive Summary

A concern of the Appalachian Regional Commission (ARC) and the 13 Appalachian States has been the high school dropout rate in Appalachia. As part of an effort to address this concern, the Research Triangle Institute (RTI) conducted a study to determine:

- The nature and extent of the dropout problem in Appalachia.
- The nature and extent of programs to address the dropout problem in Appalachia.
- What exemplary program activities might be recommended and how replication might best be accomplished.

This Executive Summary provides an overview of how these study objectives were met and of the major findings of the study.

Nature and Extent of High School Dropout in Appalachia

The 13 Appalachia States vary significantly in their definitions of dropout, procedures for collecting dropout data, and methods of reporting such data. Analysis of the potential impact of the differing definitions of dropout indicated that these differences are not likely to result in large differences in the numbers of reported dropouts. The procedures for collecting dropout data, however, appear likely to result in an underestimate of dropouts in many of the States. Since dropout data reported by the States are collected at the school and school district levels, the data are sensitive to variations in data collection procedures used at the local level. These local procedures were noted to vary considerably across States and, in some cases, within States. Accurate counts of pupils who drop out during the school year require follow-up of pupils leaving school prior to graduation, to determine their educational status. If a pupil transfers out-of-state, locating him or her may be especially demanding. Schools/school districts typically reported the lack of necessary resources for a thorough job of carrying out this potentially time-consuming and expensive undertaking. School districts also reported a lack of resources for identifying and following up "summer dropouts", pupils who complete a grade level but simply fail to show up the following year. Also noted was that school districts may find it in their best interest not to report dropouts since their funding is generally based on enrollment.

Major differences were noted in how the States reported dropout data. Several of the States reported only the number of dropouts, with the included grade levels varying between States. Others reported dropouts as a percentage of enrollment, with the grade levels included in the enrollment figures varying between States. None of these methods of reporting dropout rates yielded data that were directly comparable with available national statistics. Differences in methods used to report dropout rates lead to dramatic differences in reported rates. For example, as may be noted in Table A, Georgia reported a dropout rate for the Appalachian counties of 5.8 percent while 1980 Census data indicate a 35.4 percent rate. While there likely is some error in both of these percentages, the major difference is in the method of reporting.

To assist in interpreting State-reported dropout data and to permit comparison with national statistics (see Table A, Column 4), RTI used the numbers of dropouts reported by the States to compute dropout rates (see Table A, Column 2) that represent the proportion of Grade 7 pupils who will drop out before completing Grade 12 if the current proportions of dropouts continue. While reasonably compatible with national statistics these rates, for reasons noted above, likely reflect an underestimate of the true rates in most of the States.

Because of doubts as to the accuracy of state-reported dropout counts, RTI also estimated the dropout rate as the proportion of Grade 7 pupils six years ago who failed to complete Grade 12 in 1983-84 (leavers). As may be noted in Table A, Column 3, these rates typically are significantly higher than the rates based upon reported dropouts and may reflect a more realistic dropout rate.

Of note is that the computed rates that may be directly compared with available rate for the entire U.S. (23.9 percent for Census data) show the dropout rate for the Appalachian counties of the Appalachian States to be about 5.8 percent higher than the national average. Reference to Table B gives a clearer view of the distribution of these dropouts. While the 19.1 percent noted rate in the Northern Region is less than the national average,

Table A

State Dropout Rates (Appalachian Counties Only)

	Reported 1983-84 dropouts as a percentage of grades 7-12 enrollment	Reported 1983-84 dropouts as a percentage of 1983-84 grade 7 enrollment	Estimated leavers as a percentage of 1978-79 grade 7 enrollment	1980 census data ages 18-24
AL	3.7	19.5	29.5	29.1
GA	5.8	30.2	37.2	35.4
KY	5.3	27.8	38.1	38.1
MD	1.9	11.2	16.7	22.5
MS	4.6	24.2	36.6	31.2
NC	5.2	28.7	24.8	29.2
NY	2.6	14.9	17.2	17.0
OH	1.8	9.6	18.8	26.2
PA	1.9	12.9	12.9	16.6
SC	3.2	17.2	30.5	28.7
TN	(5.3)*	(28.4)*	29.1	29.5
VA	3.5	18.5	30.1	38.1
WV	3.2	16.6	27.0	27.2
Total for Appalachian States	3.4	19.3	24.0	25.3
Total for USA				23.9

*These rates for Tennessee were computed by RTI based upon enrollment data provided by Tennessee.

Table B

Dropout Data by Appalachian Region

	Reported 1983-84 dropouts as a percentage of grades 7-12 enrollment	Reported 1983-84 dropouts as a percentage of 1983-84 grade 7 enrollment	Estimated leavers as a percentage of 1978-79 grade 7 enrollment	1980 census data ages 18-24
Northern	2.2	13.2	15.7	19.1
Central	5.2	26.5	37.9	38.0
Southern	4.5	23.8	30.0	30.0
Total for Appalachia	3.4	19.3	24.0	25.3
Total for USA	--	--	--	23.9

the 38.0 percent rate in the Central Region exceeds the national average by 59 percent and the 30.0 percent rate in the Southern Region exceeds the national rate by 25 percent.

Seven of the Appalachian States provided data on the number of dropouts by various dropout characteristics. These data indicated the major reasons for dropping out to be poor academic achievement and related reasons (59 percent), financial (14 percent), and marriage or pregnancy (9 percent). No significant differences were noted between urban and rural dropouts.

Categories and Location of Dropout Reduction/Remediation Programs in Appalachia

To address the second study objective of determining the nature and extent of programs that address the dropout problem in Appalachia, program descriptive information was obtained from the Appalachian States and school districts, and a method was developed for reporting this information.

To identify dropout reduction/remediation programs in Appalachia, telephone contact was made with appropriate state-level personnel to note State initiatives regarding dropout programs, telephone contact was made with the 69 Local Development Districts to identify programs sponsored by agencies or organizations other than school districts, and the 1,033 Appalachian school districts were contacted by mail regarding the existence of and characteristics of school district sponsored programs. Information from these sources plus a review of the literature then were used to develop a reporting method. To capitalize on the strengths of the several categorization methods noted in the literature and to reflect the variations in program emphasis noted in Appalachia, seven clusters of program activities were adopted as the basis for program categorization. These were:

- Tutorial activities
- Alternative curriculum or classes
- Work-related activities
- Counseling/advising
- Attitudinal/self-awareness activities
- Attendance incentive activities
- Parental involvement

These clusters of activities were thought to include all probable dropout reduction/remediation activities with each cluster including a reasonably distinct group of activities. The intent was that each dropout reduction/remediation program may be categorized according to the one or more of these clusters that best describes the program emphasis. While such an approach has the disadvantage of permitting 127 possible combinations of program emphasis indicators, the small number of clusters facilitates reporting of programs by category while still allowing ready classification of programs with multiple emphases.

Based on this categorization method, the reported dropout reduction/remediation programs were listed by State, county, and Appalachian Region (Northern, Central, and Southern). Two hundred and thirty-three (23 percent) of the 1,033 school districts reported having a program intended primarily to address the dropout problem. In addition, the Local Development Districts reported an additional 11 program serving 76 Appalachian counties.

Program Replication Considerations

In an attempt to ascertain the characteristics of dropout reduction/remediation programs thought to be successful, descriptions of a number of such programs were reviewed to identify program components most often included in the programs. Judging the success of the reviewed programs was complicated by a general lack of evaluation data; statements of success most often were based on the logic of presumed sound practice. The components typically found in the reviewed programs were identified and the typical sequence and functional relationships noted. The components were:

- Determination of need for a program
- Identification of program advocates
- Establishment of a program rationale
- Identification of underlying cause/need
- Planning based on identified cause/need
- Identification of at-risk pupils
- Development of a referral system

- Determination of appropriate treatments
- Assurance of pupil return to regular programs
- Development of outreach/recovery activities
- Provision of in-service training
- Provision of school and system orientation
- Provision of community orientation
- Development of job placement activities
- Development of follow-up activities
- Development of effectiveness measures
- Development of a feedback system
- Assurance of system assimilation

While all of these components are highly recommended for inclusion in a dropout reduction/remediation program, local conditions, available resources, and cause/need likely will dictate the emphasis that should be placed upon each component. Several of the components, however, are of such critical importance that a heavy emphasis is suggested regardless of constraints. Identification of cause/need and planning based upon cause/need are critical since the correct identification of the problem and the subsequent planning provide the basis for assessing pertinent available resources and directing them toward addressing the real, rather than assumed, problem. For example, programs that do not consider the school system as a possible cause well may place emphasis upon treating symptoms such as alienation, aggressiveness, withdrawal, and low achievement. Development of effectiveness measures and a feedback system are critical since these constitute the self-correcting aspect of the program model. Appropriate collection and analysis of evaluation data not only can indicate whether or not the program accomplishes what it was intended to accomplish but also can help identify any aspects of the program that are not functioning as planned. The feedback mechanism then can be used to make program adjustments. Sequences of evaluation, adjustment, and reevaluation not only can improve a local program but also can provide the kinds of information needed by other school districts and communities in making program decisions.

The above noted model and limited guidelines for selecting and implementing a dropout reduction/remediation program only partially addresses the needs expressed by a number of state-level and school/school-district personnel contacted for program information during the conducting of this study. The major expressed needs were for information regarding:

- Program activities appropriate for implementation with minimal resources.
- Program activities that have been appropriately evaluated and found to be effective.

While most contacted personnel seemed to be reasonably familiar with the current literature, concern was expressed regarding the fragmented and incomplete research and reporting. Need was expressed for increased communications with researchers and practitioners in an attempt to pool resources and ideas in the hope that new options would evolve.

Major Conclusions and Recommendations

The major conclusions of the study were:

a. Dramatic differences were noted in how dropout data were reported. These differences in the format for reporting dropout rates prohibit any meaningful comparisons between the routinely released state and school district data. Major differences in reported rates result from lack of uniformity in the grade levels of dropouts reported (the numerator) and in the pupil population (the denominator) used in computing the percentages.

b. Dropout rates reported by most of the Appalachian states were based primarily on counts of droputs provided by the individual school districts. These dropout counts may be underestimates of actual dropout due to the resource requirements for accurate identification and reporting of dropouts, and an incentive system that tends to reward underestimates.

c. Available data indicate that the dropout rate in Appalachia is about 5.8 percent higher than in the nation as a whole. The dropout rate of 38 percent in the Central Region and 30 percent in the Southern Region is particularly alarming.

d. Approximately 25 percent of the Appalachian school districts reported having a program intended primarily to address the dropout problem. State and school districts noted that program efforts were limited by lack of resources and a lack of information as to the appropriate approaches to take in implementing dropout reduction/remediation activities.

e. A review of the literature revealed a lack of research data regarding the effectiveness of specific intervention activities.

Based upon these conclusions, the following recommendations were made regarding actions that might be taken by ARC and the Appalachian states.

a. Continue to expand efforts to address the dropout problem in the region.

b. Consider ways to improve procedures for collecting and reporting dropout data.

c. Promote availability of dropout reduction/remediation program information.

d. Promote research and information sharing regarding exemplary dropout reduction/remediation activities.

I. INTRODUCTION

The Appalachian Regional Commission (ARC) is a partnership of the Federal government and the governors of the thirteen member states of Alabama, Georgia, Kentucky, Maryland, Mississippi, New York, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, Virginia, and West Virginia (see Figure 1). The geographic area of the Appalachian Region, as set by statute, includes 397 counties, with West Virginia the only member state entirely in the Region. The 1965 legislation establishing the Commission defined for it a broad mission of economic and social development to help the Region close the many gaps between its relatively isolated areas and the balance of America. There has been substantial progress in the last twenty years as a result of the Commission's investments in community economic development, highway corridors, education and health programs, and other activities. However, because of the area's dependence on traditional manufacturing and mining industries and because of the complexity of long-standing socioeconomic problems, the Region still lags behind the rapid growth experienced in many other parts of the country.

In education, the ARC has long stressed the importance of adequate facilities and services in job-related vocational, community college, and higher educational systems. In more recent years, emphasis has been given to recognizing new technologies and job markets and to assisting member states in continuing steps to achieve educational excellence. The Commission realizes the strategic economic importance of these efforts for the future of the Region and its 21 million people.

Reduction of the persistent problem of school dropouts in Appalachia is seen by the Commission as an important part of its current initiatives. Although outmigration of the Region's talented youth has been reversed, there are indications that the rate of high school noncompleters in the Region still exceeds the national rate[1] and constitutes a major loss of human resources.

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[1] For example:

Crew, B. K. Dropouts and Functional Illiteracy Rates in Central Appalachia (Appalachian Data Bank Report #1). Lexington, Kentucky: University of Kentucky, Appalachian Center, 1985.

Darling, S. Illiteracy: An everyday problem for millions. Appalachia: Journal of the Appalachian Regional Commission, 1984, 18, 21-22.

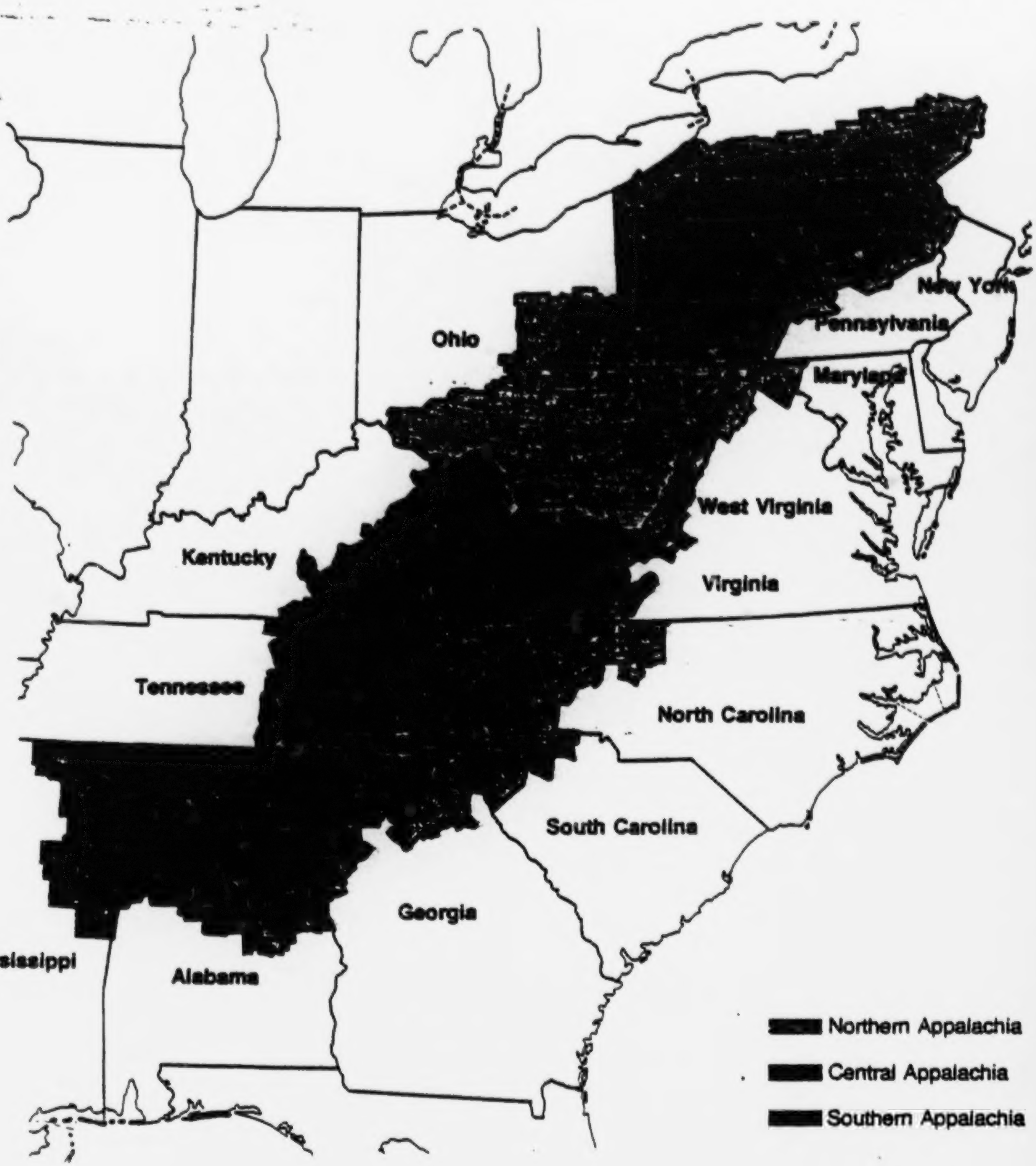

Figure 1. The Appalachian Region.

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For example, the 1980 Census indicates that in the Appalachian portion of four states (Georgia, Kentucky, Mississippi, and Virginia) over 30 percent of the 18-24 year olds had not completed high school.

This high dropout rate appears to contribute directly to high unemployment, high incidences of health problems, high crime and delinquency rates, and increasing needs for welfare assistance.[2/]

The ARC and the included states are hampered in their attempts to address this persistent school dropout problem by the absence of current, reliable data on the nature and extent of the problem in Appalachia and on the nature and extent of programs suitable for combating the problem. As part of an effort to address these concerns, the Research Triangle Institute (RTI) conducted a 3-month (February through April 1985) study to determine:

-- The nature and extent of the dropout problem in Appalachia.

-- The nature and extent of programs to address the dropout problem in Appalachia.

-- What exemplary program activities might be recommended and how replication might best be accomplished.

This report provides details of how these study objectives were met and includes the collected and computed dropout data and program descriptive data.

Section II of this report is a discussion of the methodology and findings related to the study of the nature and extent of high school dropout in Appalachia. Section III outlines the methodology and findings regarding the categories and locations of dropout reduction/remediation programs in Appalachia, and Section IV is a discussion of program replication considerations. Section V is a summary of the major conclusions to be drawn from the study,

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[2/] For example, see:
Marshall University, West Virginia Research Coordinating Unit for Vocational Education. Brief Guidelines on Information and Strategy for Dropout Prevention in West Virginia. Huntington: Author, 1983.

Crabtree, D., and Braden, B. Dropout Prevention: A Sound Investment for the Future. Frankfort: Kentucky Department of Education, 1983.

McDill, E. L., Natriello, G., and Pallas, A. M. Uncommon sense: school administrators, school reform, and potential dropouts. In Mann, D., Report of the National Invitational Working Conference on Holding Power and Dropouts. New York: Columbia University, Teachers College, Department of Educational Administration, 1985.

and recommendations for appropriate actions that might be taken by ARC and the Appalachian states. This is followed by the reported and computed dropout data for each Appalachian county in each Appalachian state (Appendix A), a listing of dropout reduction/remediation programs in Appalachia (Appendix B), and an annotated bibliography of major reports and materials surfaced during the conduct of the study (Appendix C).

II. NATURE AND EXTENT OF HIGH SCHOOL DROPOUT IN APPALACHIA

To address the first study objective of determining the nature and extent of high school dropout in Appalachia, three major activities were undertaken. This section describes these activities and their outcomes. The activities were to (a) determine the availability of and collect pertinent dropout data/information (Subsection II.A); (b) determine a methodology for reporting the dropout data, describe the strengths and weaknesses of the available data, and report dropout statistics (Subsection II.B); and (c) summarize information related to reported characteristics of dropouts (Subsection II.C).

A. Collecting of Dropout Data/Information

The initial activity in determining the nature and extent of high school dropout in Appalachia was to determine what pertinent dropout data/information were available and to collect those data and information items that appeared likely to be useful. This activity was complicated by the dramatic differences in the manner in which dropout data are collected and reported. Following is the methodology used to collect the dropout data/information from Appalachian State and national sources, and a general description of the collected data/information.

1. Methodology for Collecting Dropout Data/Information

Each of the 13 Appalachian States was contacted through a letter to the governor's office that explained the need for the study. This was followed by telephone contacts with the Department of Education in each Appalachian State to identify the appropriate state-level sources for dropout data. These sources then were contacted and the most recent state and school district dropout information was requested. Additionally, each state was asked for its dropout definition, information on methodology used to collect dropout data, and its compulsory attendance guidelines. Copies also were requested of the various forms and instructions (i.e., teacher's registers, dropout report forms, accompanying instructions used at the principal and superintendent levels) needed to interprete the actual dropout data. Follow-up telephone contacts were made to the appropriate persons in each state to clarify dropout definitions and reporting procedures and to request additional dropout data when needed. When additional clarification was necessary, local principals and superintendents were queried concerning their use of the related forms and procedures.

A search for national high school dropout statistics yielded five types of information that could be useful for comparing the dropout rate in Appalachia with the dropout rate in the nation as a whole, two from the 1980 U.S. Census and three from the National Center for Education Statistics (NCES). These are described in Subsection II.A.2.

2. Results of Dropout Data/Information Collection Activity

Information on the annual number of dropouts in each county or school district was provided by the twelve Appalachian States that routinely collect such information. However, no standardized format for reporting this information was followed. One state, for example, reported the total number of dropouts during a given school year for grades 7-9 and for grades 10-12 while another state reported the overall sum of dropouts for grades K-12. Still another state reported the overall sum of dropouts for grades 9-12. The reporting methods used by the different states are summarized in Table 1.

As noted in Table 1, seven states also described their dropouts by reporting the number of dropouts by race, sex, age, or reason for dropping out. West Virginia had the most extensive description of dropouts' characteristics; information was provided on 36 descriptors of the dropout population including, for example, the proportion of dropouts by various economic status levels.

In addition to reporting the number of dropouts, seven of the states reported an annual dropout rate for each county or school district. This rate typically was calculated by dividing the year's total dropouts in the grades reported (e.g., grades 7-12) by the total enrollment for those grades. One state (North Carolina) reported a computed dropout rate based on a model developed for that purpose from historical data on dropouts and enrollments. Another state (West Virginia) reported a dropout rate computed as the current year's K-12 dropouts divided by the current dropouts plus graduates.

Also, as noted in Table 1, four of the states publish an annual "holding power" report. Holding power typically is calculated by dividing the number of graduates or completers of a class by the number of pupils enrolled four years previously in the 9th grade. One state divides the number of graduates from a class by the number of pupils enrolled thirteen years previously in kindergarten.

Fortunately for present purposes, some of the states collect and had available dropout data in addition to their regularly reported data. For example, as noted in Table 1, Georgia, North Carolina, South Carolina, and West Virginia had available the number of dropouts for certain grades in addition to that which they usually report. Also useful for some of the computations discussed later were the enrollment data available from the 13 states. All of the states were able to provide enrollment by grade for each county or school district.

The 1980 U.S. Census surveyed the educational attainment of the population and publishes data on high school completion rates. Respondents reported the highest grade of school completed by themselves and members of their households. Of particular interest for this study is the percentage of 18-24-year-olds whose educational attainment was reported to be three years of high school or less. Such data were available by state and by county and are included in this report as a part of Appendix A, Part 3. The 1983 Current Population Survey (CPS) estimates that 31.0 percent of the nation's 18-24-year-olds are high school dropouts, with dropout defined as "persons not in regular school and not high school graduates." Since this estimate does not include military and institutional segments of the population, it may be on the low side. The CPS dropout estimate is not available for individual states.

The National Center for Education Statistics (NCES) has published three statistics that are directly related to this study. Two were derived from annual reports received from the states and one is from a national longitudinal study conducted in 1982.

Based on data compiled by the states from public school district reports, NCES computes an annual retention rate based on ninth grade enrollment for each state and for the entire U.S. by dividing the number of public high school graduates by the public school ninth grade enrollment four years earlier. From this information, a loss rate (percentage of pupils who left before graduation) is calculated and widely used as a surrogate for dropout rate. The reported national rate for 1983 was 26.1 percent.

Table 1

Dropout Reporting Methods Used by the 13 Appalachian States

	Annual Number of Dropouts Reported											Annual Dropout Rate	Holding Power Rate
	By Grade Level						By Race	By Sex	By Age	By Reason	By Other		
	7	8	9	10	11	12							
AL	Overall total for grades 7-9			Overall total for grades 10-12			X	X					
GA	(Available, but not reported.)	X	X	X	X	X		X	X			X	
KY	Overall total for grades 7-12											X	X (9:12)
MD	Overall total for grades 7-12									X			
MS	X	X	X	X	X	X				X			
NY			Overall total for grades 9-12										
NC	(Available but not reported.)		Overall total for grades 9-12									X	X (9:12)

X = Is reported.

(continued)

Table 1 (continued)

	Annual Number of Dropouts Reported											Annual Dropout Rate	Holding Power Rate
	By Grade Level						By Race	By Sex	By Age	By Reason	By Other		
	7	8	9	10	11	12							
OH	X	X	X	X	X	X							
PA	Overall total for grades 7-12							X		X		X	
SC	(Available but not reported.)		X	X	X	X						X	X (K:12)
TN	No data reported												
VA		X	X	X	X	X				X		X	X (9:12)
WV	Overall total for grades K-12 (Available by grade, but not reported)						X	X	X	X	X	X	

X = Is reported.

NCES uses information from both private and public schools to compute, a retention rate based on fifth grade enrollment for the U.S. by dividing the number of high school graduates by the fifth grade enrollment seven years previously. The percentage of pupils who left before graduation, which has been regarded by some as a dropout rate estimate, has remained around 25 percent over the last decade.

The High School and Beyond Study, sponsored by NCES, followed individual students and found that 13.6 percent of high school sophomores of 1980 left school during or after their sophomore year before completing requirements for graduation in 1982. This study involved about 30,000 sophomores from a national representative sample of over a thousand schools. In spring 1982, NCES again contacted (a) all of those sophomores who had remained in the same schools they attended during 1980, and (b) about 50 percent of those sophomores who had left those schools (including dropouts, transfers, and early graduates). During the follow-up survey, dropout status first was identified by the schools and later confirmed by the pupils. The final results indicated that 12.6 percent of the females and 14.7 percent of the males dropped out before graduation. These percentages, which are lower than the prior estimates, suggest that the dropout rate prior to the tenth grade is substantial.

B. Reporting of Dropout Data

The second activity in determining the nature and extent of high school dropout in Appalachia was to (1) determine a methodology for reporting the dropout data provided by the states and national sources, (2) identify (and estimate the impact of) the definitional, process, and statistical factors that could affect the validity of the dropout data, and (3) report the data. These are discussed separately below.

1. Methodology for Reporting Data

As noted in the previous subsection, the states and national sources differed greatly in the methods used to report dropout counts and rates. Because of this, and because of the definitional, statistical, and process concerns discussed in the next subsection, considerable attention was given to reporting the provided data in a manner that will permit aggregating data across states and comparing state data with national statistics. Since most of the Appalachian states provided annual counts of dropouts, this was selected as one reporting method. Since seven of the 13 states provided a dropout rate based upon the annual dropout counts, this also was selected as a reporting method. Also, since the state-provided dropout rates were not at all compatible with state-provided "holding power" data, a method was devised for computing a reasonably compatible dropout rate based upon provided annual dropout counts. In addition, because of questions (to be discussed in the next subsection) regarding the validity of provided annual dropout counts, a method was devised for estimating the number and proportion of "leavers." As reported herein, these latter data are thought to (at least in aggregated format) avoid some of the to be noted concerns with reported annual dropout counts. Finally, as the only national dropout statistic reported at the county level, Census data were selected as a reporting method. The general methodology for computing/reporting each of these sets of data is discussed separately below.

a. Annual Dropout Counts

Since all but one of the 13 Appalachian states reported the annual number of dropouts, this was selected as one reporting method. Since most of the states reported or had available an annual dropout count for grades 7-12, these data were reported for those states while dropout data from the remaining states (New York, North Carolina, and Virginia) were adjusted to provide comparable grades 7-12 counts. These data for each Appalachian state (including both Appalachian and non-Appalachian counties) are listed in Column 1 of Table 2 and are provided in Appendix A, Part 3, for each Appalachian County.

b. Reported 1983-84 Dropouts as a Percentage of Grades 7-12 Enrollment

Since seven of the 13 Appalachian States reported a dropout rate (typically dropout as a percentage of enrollment), a decision was made to include such a dropout rate in this report. Since most of the states either reported or had available the data required to compute dropout as a percentage of grades 7-12 enrollment, and since several of the states reported quite high dropout rates in the middle school grades (as was confirmed by the High School and Beyond data), grades 7-12 were used for the computations. The 1983-84 grades 7-12 enrollment (including any pupils who dropped out) for each Appalachian state is listed in Column 2 of Table 2. Column 3 shows the dropouts as a percentage of grades 7-12 enrollment. This was computed as:

$$\begin{array}{l}\text{Reported 1983-84}\\ \text{Dropouts as a Percentage}\\ \text{of Grades 7-12 Enrollment}\end{array} = \frac{\text{Reported 1983-84 Grades 7-12 Dropouts}}{\begin{array}{l}\text{1983-84 Grades 7-12 Enrollment}\\ \text{(Including Dropouts)}\end{array}}$$

Of note is that this dropout rate is simple to compute, requires data from only one school year, and may be interpreted without making assumptions about continuing enrollment and dropout patterns. Also, it can be easily adjusted to varying grade spans, which, of course, will influence the computed rate. On the other hand, the rate is accurate only if the reported number of dropouts is accurate, the rate is not comparable to the rates reported in national studies, and the rate is difficult to conceptualize or apply to practical situations.

Most of the data were readily available for directly computing dropouts as a percentage of grades 7-12 enrollment; however, for several states, estimates were substituted for missing data. For example, the number of New York dropouts in grades 7 and 8 and the number of Virginia dropouts in grade 7 were not available. Related data from Ohio were used to provide estimates for New York,[4] and data from Georgia were used to provide estimates for Virginia. Also, as may be noted in Table 2, the number of dropouts was not available from Tennessee. In this case, the number of "leavers" (to be discussed later) was substituted for reported dropouts. Details of the computations for each state are included in Appendix A, Part 2.

The resultant enrollment data, reported dropouts, and dropouts as a percentage of grades 7-12 enrollment readily lend themselves to aggregating across states and, as will be noted in the next subsection, provide a basis for computations of dropout data that are roughly comparable with reported national statistics.

c. Reported 1983-84 Dropouts as a Percentage of Grade 7 Enrollment

Because of the several disadvantages noted above of reporting dropouts as a percentage of grades 7-12 enrollment, we have added an alternative method of reporting. This method results in data that are more compatible

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[4] Ohio was selected since both Ohio and New York are in the Northern Appalachian Region (see Figure 1). Georgia was selected since Georgia is in the Southern Appalachian Region and Virginia is primarily in the Southern Appalachian Region (see Figure 1). States within regions are thought to be more similar in dropout patterns than states in different regions.

Table 2

State Dropout Data (Including Both Appalachian and Non-Appalachian Counties)

	Reported 1983-84 Grades 7-12 Dropouts)	1983-84 Grades 7-12 Enrollment (Including Dropouts	Reported 1983-84 Dropouts as a Percentage of Grades 7-12 Enrollment	1983-84 Grade 7 Enrollment	Reported 1983-84 Dropouts as a Percentage of 1983-84 Grade 7 Enrollment	Estimated Leavers Grade 7, 1978-79; Grade 12, 1983-84	1978-79 Grade 7 Enrollment	Estimated Leavers as a Percentage of 1978-79 Grade 7 Enrollment	1980 Census Data Ages 18-24	1983 NCES Data Grades 9:12
AL	12,466	336,422	3.1%	65,030	19.2%	19,499	63,373	28.7%	28.7%	32.6%
GA	23,875	494,420	4.8%	91,792	26.0%	26,924	80,077	30.2%	29.6%	34.1%
KY	14,224	299,500	4.8%	55,628	25.6%	16,859	55,264	30.5%	30.5%	31.6%
MD	14,671	347,839	4.2%	59,321	24.7%	16,856	65,631	25.7%	22.9%	18.6%
MS	10,877	222,130	4.9%	41,780	26.0%	17,453	44,834	38.9%	30.8%	36.3%
NC	28,820	519,138	5.6%	96,516	30.7%	24,228	91,943	26.4%	27.5%	30.7%
NY	62,918	1,390,838	4.5%	242,467	26.0%	72,915	259,294	28.1%	22.2%	33.3%
OH	21,468	895,818	2.4%	156,066	13.8%	22,645	154,652	14.6%	23.1%	17.8%
PA	26,950	982,608	2.7%	147,456	18.3%	31,210	178,627	17.5%	18.5%	20.3%
SC	10,693	289,209	3.7%	54,123	19.8%	14,161	52,295	27.1%	27.8%	33.8%
TN	(19,582)	386,038	(5.1%)	72,352	27.1%	19,582	70,334	27.8%	28.2%	34.9%
VA	18,460	455,238	4.1%	83,777	22.0%	17,944	81,801	22.0%	26.2%	24.3%
WV	5,477	169,483	3.2%	33,013	16.6%	8,533	31,479	27.1%	27.2%	22.6%
Total	272,271	6,789,292	4.0%	1,199,070	22.7%	312,096	1,240,692	25.2%	24.7%	27.7

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with national data and are more appropriate for answering the question of how many pupils in a given class (e.g., class of 1983-84) enter the seventh grade but drop out prior to graduation. The most complete answer to this question would be provided by following each seventh grade class enrollment throughout high school and keeping accurate records of the number of pupils transferring in and transferring out, non-promotions, early graduates, deaths, and dropouts.[5/] Such extensive record keeping, however, might be so expensive and time-consuming as to be prohibitive in some school districts. Fortunately, a reasonable estimate of the number of pupils who left a class during each of its high school grade levels can be obtained from the current year's dropouts for grades 7-12. By treating the current dropouts for each grade, 7-12, as an estimate of how dropout "erodes" the seventh grade enrollment, a dropout estimate can be derived. This percentage may be obtained by dividing each grade's number of dropouts by the total seventh grade enrollment and then summing the percentages over the grades or, more simply, as:

$$\begin{array}{l}\text{Dropouts as a percentage}\\ \text{of the current year's}\\ \text{grade 7 enrollment}\end{array} = \frac{\text{Current year's total dropouts, grades 7-12}}{\begin{array}{l}\text{Current year's grade 7 enrollment}\\ \text{(including dropouts)}\end{array}}$$

The resultant percentage, as noted in Column 5 of Table 2, can be conceptualized as the proportion of beginning-of-the-year 1983-84 enrolled grade 7 pupils who eventually will drop out of school if the dropout rate by grade level continues at the 1983-84 rate for the next six years (at which time the typical class member will have completed high school).

Of note is that these percentages permit a reasonable comparison with the Census data and NCES data (Columns 9 and 10 of Table 2). Other than some definitional and statistical problems to be discussed in Subsection II.B.2 and the heavy reliance on the reported number of dropouts, this method appears to be a realistic approach to reporting dropout rates.

d. Estimated Leavers as a Percentage of Grade 7 Enrollment

Because of some of the definitional, process, and statistical

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[5/] This is the model used in the NCES High School and Beyond Study referenced in Subsection II.A.2, except that the referenced study started with the tenth grade.

problems with dropout data reported by individual school districts (see Subsection II.B.2), we have added a third method of reporting "noncompleters" that does not rely upon locally collected dropout counts. As noted in Table 2 (Column 6), the number of "leavers" was computed by subtracting the 1983-84 grade 12 end-of-year enrollment from the 1978-79 grade 7 beginning-of-year enrollment. This number of "leavers" can be defined as the number of dropouts plus any net loss due to transferring out exceeding transferring in, non-promotions that resulted in a larger grade 7 population or smaller grade 12 population, early graduates, and deaths. Since Census data show most of the Appalachian States to be net gainers in population[6/] (only Maryland, Ohio, and Pennsylvania show net losses, and these losses are less than three percent), outmigration exceeding inmigration would not appear to be a major factor. Also inmigration does not appear to be a major factor since all of the net gains are less than three percent. Changes due to non-promotions should reasonably balance out over time and the number of early graduates and deaths are known to be quite small. While shifts from public to private schools could affect the number of leavers, such shifts likely would increase the public school grade 12 population relative to the grade 7 population (contacts with selected school districts in Appalachia indicated the major shift to be from private middle school grades to public high school). This could result in a slight underestimate of the number of leavers. All of the above tend to support a contention that the number of leavers should be reasonably identical to the number of dropouts. However, a comparison of the Column 6 figures in Table 2 with the Column 1 figures show that the number of leavers typically is significantly higher than the reported number of dropouts. One reason for such a difference, of course, could be that the proportion of pupils dropping out in previous years was higher than for the 1983-84 year. Another possibility is (as discussed in Subsection II.B.2) that local school districts understate the number of reported dropouts.

As noted in Table 2, Columns 6, 7, and 8, estimated leavers as a percentage of grade 7 enrollment was computed as:

[6/] U.S. Department of Education. Office of Planning, Budget and Evaluation Planning and Evaluation Service. State Migration Statistics, 1980-1983. January 1985.

$$\text{Estimated Leavers as a Percentage of Grade 7 Enrollment} = \frac{\text{Estimated Leavers from Grade 7, 1978-79}}{\text{1978-79 Grade 7 Enrollment.}}$$

This leavers rate appears more in line with national data. In the aggregate, the leavers rate falls between the Census estimate and the NCES estimate. When compared at the state level, six states show lower leavers rates and two states show higher rates than those published by either the Census Bureau or NCES; however, these differences are relatively small. Given the poor quality of the input data, our computed leavers rate may be a better estimate of dropout rate at the state level than rates computed from the reported numbers of dropouts.

A major concern with these data as an estimate of dropout rate is that they are not applicable at the local level in cases where there is an unstable school community. In such cases, differences between Grade 7 and Grade 12 enrollment may be influenced by factors other than pupils leaving school. For example, if several counties formed a cooperative educational unit, all Grade 7 pupils might attend school in one county and all grade 12 pupils in another county. Another example would be a county with a strong private elementary and middle school program but a nonexistant or prohibitively expensive high school program. This could result in a low Grade 7 public school enrollment and a high school Grade 12 enrollment. In these cases, the leavers rate actually could be a negative number as is the case in several Pennsylvania and West Virginia counties (see Appendix A, Part 3).

2. Definitional, Process, and Statistical Issues

Since all dropout statistics reported by the states were based upon enrollment and/or number of dropouts, these categories of data are the primary source of error or misunderstanding related to the definitions, processes, and statistics used to collect and report the data. This subsection includes a discussion of issues related to (a) enrollment data provided by the states, (b) dropout data provided by the states, and (c) approaches used to provide national statistics.

a. Issues Related to Enrollment Data

Of the six Appalachian states that report dropouts as a percentage of enrollment, two used an "all original entries" enrollment figure, three used all original entries plus re-entries minus withdrawals, and one used all original entries with entry defined as "enrolled for 35 days." The remaining Appalachian states, when asked for enrollment data for use in computing dropout rates, provided these data; however, each state used a different reporting format. These data were:

- -- All original entries.
- -- Ninth month enrollment.
- -- Enrollment as of September 3.
- -- End of first month enrollment.
- -- Fall enrollment.
- -- Average Daily Membership for first full week in October.
- -- Second month net enrollment.

While more comparable data then were requested and often provided, considerable effort still was required (see Appendix A, Part 2) to reduce the effect of differing enrollment reporting methods on the reported dropout statistics.

An additional concern with enrollment data was that six of the Appalachian states included special education and other special population pupils in their enrollment counts; the remaining seven states reported these separately and typically not by grade level. For the latter states, this required estimating the distribution of special population pupils to arrive at a total enrollment figure.

Aside from these definitional and statistical problems, telephone contacts with state and school district personnel indicated a high degree of confidence in the accuracy of the reported data. Enrollment data appeared to be collected at the local level through rigorous, well-defined procedures. Additional assurance of accuracy typically is provided by state audits.

b. Issues Related to Dropout Data

Most of the Appalachian states have adopted some version of a dropout definition (see Appendix A, Part 1). In an attempt to determine the impact of differing definitions on the number of reported dropouts, an analysis was made of conceptual differences between the operational definitions. The intent of this analysis was to determine to what extent there was agreement in definitions among the states, and to what extent there was agreement in application of the definitions. To accomplish this, (a) the definitions were compared with an NCES definition and with each other, (b) state-level personnel (and, when necessary, local administrators) were interviewed by telephone to clarify how the definitions actually were used, and (c) differences were analyzed for their potential to help account for differences in the number of reported dropouts.

A shortened version of a dropout definition developed by NCES[7/] has been widely accepted. It states:

> A dropout is a pupil who leaves a school, for any reason except death, before graduation or completion of a program of studies and without transferring to another school.

Six of the Appalachian states basically use this as their dropout definition. One of these (West Virginia) has adopted the more detailed full NCES definition (see Appendix A, Part 1). Four additional states have category-type definitions that are consistent with the full NCES definition, with the number of dropouts being determined by summing over their respective categories. Two states have no state-level definition. In one of these (Alabama), local school administrators use their own definitions and, in the other (Tennessee), dropout data were not reported.

Differences among definitions were most apparent among the category-type definitions. Ohio explicitly excludes from the dropout count pupils who are placed in an institution having an internal educational program, while Pennsylvania specifically includes them. Maryland and Mississippi include illness as a dropout category, while Ohio definitely excludes it. While differences of this sort exist among the category-type definitions, none of them appears capable of accounting for significant differences in dropout counts.

To determine how the definitions actually were used within the states, the areas of potential agreement and disagreement were identified through a brief review of the literature and from the analysis of the state definitions, and telephone interviews with state-level personnel and, when appropriate, local school administrators. A major portion of the interviews addressed the

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[7/] Putnam, J. F. Student/pupil accounting standard terminology and guide for managing student data in elementary and secondary schools, community/ junior colleges, and adult education. (NCES Publication No. 76-329). Washington, D.C.: U.S. Government Printing Office, 1976.

types of educational programs to which pupils may transfer without being labeled dropouts. This has been identified in the literature as a critical area in defining a dropout.[8] All Appalachian states (except Alabama where defining dropout is a local prerogative, and Tennessee which did not report dropouts) reported that pupils enrolled in alternative programs, high school vocational courses, special education programs, and approved home instruction were not counted as dropouts. On the other hand, most of these states also reported that pupils who left before graduation to enroll in adult education programs (exceptions were New York, North Carolina, Ohio, and West Virginia); postsecondary vocational/technical courses (exceptions were North Carolina and South Carolina), and community/technical college courses (exceptions were North Carolina, New York, and South Carolina) were counted as dropouts.

Most of the 11 states also counted as dropouts pupils who left before graduation to join the military (exceptions were Kentucky where this is a local decision, and South Carolina). Additionally, most states counted pupils who "just disappeared" or "ran away" as dropouts (exceptions were Mississippi and Virginia where this is a local decision, and Pennsylvania where runaways are a separate category of leavers).

None of the states counted pupils who graduated early or were known to have transferred out-of-state as dropouts. In general, when a possible transfer was not verified by a request for a transcript, the pupil was counted as a dropout. However, this sometimes was a local prerogative. Generally states did not count pupils placed in correctional institutions (exceptions were North Carolina, Mississippi, and Pennsylvania) or mental institutions (the exception was Mississippi) as dropouts.

States varied in their classifications of expelled pupils. Generally, if the pupil was expelled and did not return, he or she was counted as a dropout (exceptions were Alabama and Pennsylvania, where expelled pupils were not counted as dropouts; and Kentucky, where classification of expelled students was a local decision).

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[8] For example:
Lambert, R. (Dir.). Staying In ... A Dropout Prevention Handbook, K-12. Madison: Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 1980.

Most states indicated that all pupils who were covered by compulsory attendance laws were expected to be in school; thus, work permits were not a definitional issue. However, Pennsylvania pupils could obtain a work permit and leave school as early as 14 years of age, even though the compulsory attendance law required attendance until age 16. Another exception was Ohio where a pupil could leave school with a work permit at age 16 even though compulsory attendance was to age 18.

While an estimate of the impact of the above-noted differences on the numbers of pupils identified as dropouts must be somewhat subjective, there is evidence that the impact is quite small. Most states indicated that the numbers of pupils leaving before graduation to enroll in adult education or postsecondary community colleges/vocational courses were insignificant, and that the numbers committed to institutions or expelled (and not reenrolled) were quite small. The numbers entering the military could be somewhat higher but still were estimated to be relatively insignificant. The numbers obtaining work permits in Pennsylvania and Ohio might be a more sizeable number but still not a major factor. Neither does identification of transfer pupils appear to be a significant definitional problem (however, as discussed later, it may be a significant process problem). In summary, none of the definitional differences appeared capable of accounting for large differences in the numbers of reported dropouts. This definitional concern appeared to be more apparent than real.

The process used to collect dropout data appeared likely to contribute to error in reported dropout statistics. In all of the states that reported dropout data, the actual dropout counts were compiled by local schools/school districts and summarized annually at the state level. Any variation in the processes followed by the individual schools/school districts, thus, could impact upon the summarized and reported state data. To assess the impact of process variables on dropout counts, a review was conducted of dropout report forms and instructions and teacher registers used at the school/school district level to record dropout information. In addition, state-level personnel and, when necessary, local administrators were interviewed by telephone to determine how the various forms actually were used. The result of this investigation was that several factors were noted any of which could contribute to an underestimate of the number of dropouts.

Accurate counts of pupils who dropout during the school year require follow-up of pupils leaving school prior to graduation, to determine their educational status. If a pupil transfers out-of-state, locating him or her may be especially demanding. Schools/school districts typically reported the lack of necessary resources for a thorough job of carrying out this time-consuming and expensive undertaking.

School districts also reported a lack of resources for identifying and following up "summer dropouts," pupils who complete a grade level but simply fail to show up the following year. Only three states (New York, North Carolina, and West virginia) reported including these pupils in their dropout count. Only one state (Pennsylvania) reported an annual census to locate all school age children. Two states (Virginia and South Carolina) reported that school rolls are used the following year to check on pupils. Telephone calls to administrators indicated that this also is done to some extent at the local level in the remaining Appalachian states. However, the level of such activity is suspect.

Also noted in the contacts with school districts was that the determination of dropout classification often is made by principals or superintendents, sometimes in cooperation with counselors and attendance officers. In several interviews with local administrators, the decision-making process as well as its relationship to the state-provided report forms were unclear.

Also noted was that school districts may find it in their best interest not to report dropouts. They may believe that a dropout is a bad reflection on them. Additionally, as funding is generally based on attendance, schools may decrease their financial support when reporting dropouts. This could result in a tendency to leave pupils who withdraw during the year on the school rolls.

In addition to the statistical problems already discussed related to definitions and data collection procedures, a number of statistical problems were encountered in attempting to aggregate data across states.

For reasons cited earlier, we concluded that grades 7-12 should form the base for dropout analysis; since some states did not have available dropout counts for grades 7-12, missing data had to be estimated. For example, as discussed in Subsection II.B.1.c) missing grades 7 and 8 data for New York were estimated from related data from Ohio, and missing grade 7 data for Virginia were estimated from related data from Georgia.

Some states reported dropouts among special populations (e.g., special education pupils) separately without a grade-level assignment. To compute total grades 7-12 dropouts, the special population dropouts had to be distributed over grades 7-12 in the same proportion (for the lack of evidence to indicate otherwise) that the nonspecial population was distributed.

The dropout counts reported by one state (North Carolina) are estimates based on a model developed by the state. These estimates are obtained by using historical data to adjust for the average annual combined effect of in-and-out migration, public and private school transfers, changes in non-promotion patterns, and pupil deaths. This procedure is discussed in some detail in Appendix A, Part 2. While these estimated dropout counts are quite similar to reported national data, they clearly are not completely compatible with dropout counts from other states.

c. Issues Related to National Data

The 1980 Census data report of the percentages of 18-to-24-year-olds with an educational attainment of three years of high school or less (see Table 2, column 9) were computed by dividing the number of 18-to-24-year-olds within each state reported as having three years of high school or less by the total number of 18-to-24-year-olds included in the census within each state.

As a school system dropout estimate, these rates have several shortcomings. First, since the Census is a household survey, the rates relate to persons currently residing in a given area. Thus, if a person migrated from one school district to another after the high school years, his or her status (dropout or graduate) would have been reflected in his or her location at the time of the Census rather than in the location where he or she dropped out or graduated. Second, some 18-to-24-year-olds probably were enrolled in high school at the time of the Census and, having not yet graduated, likely were included in the "three years of high school or less" category. To the extent that this is true, the Census data may overestimate the dropout rates. However, such a bias can readily be more than compensated for by individuals who have tended to inflate their own and other household members' years of schooling. Unfortunately, the extent of "counterbalance" bias has not been quantified.

Even with these disadvantages, the Census data may be one of the more accurate estimators of dropout rate, since they are not dependent upon dropout counts at the school district level, likely include individuals who completed high school via general educational development (GED) testing, and are not affected by shifts between public and private schools.

NCES annual retention rates are based on reported enrollment data and, thus, are subject to the criticisms noted in Subsection II.B.2. While these rates are used in Table 2 in this report, they are not directly comparable to the other data, since grades 7-8 dropouts are not included.

While NCES High School and Beyond estimates of dropout data are thought to be the most accurate data available, they unfortunately do not include dropouts prior to the sophomore year nor allow for disaggregation to state-level estimates. However, from a methodological point of view (i.e., following a sample of individuals through their high school Census), the High School and Beyond is superior to any other.

3. Summary of State, County, and National Dropout Statistics

Total state dropout data (including Appalachian counties and non-Appalachian counties) for each of the 13 Appalachian states is reported as Table 2 and discussed in some detail in previous subsections. Of note here is that reasonable comparisons can be made between the four sets of dropout/leaver rates that are reported in the same general format. The total dropout/leaver rates for all 13 Appalachian states (as reported in Table 2) is 22.7 percent (Column 5), 25.2 percent (Column 8), 24.7 percent (Column 9, Census data), and 27.7 percent (Column 10, NCES data).

The latter two of these rates may be compared directly with similar rates for the entire U.S. (23.9, Census data and 26.1, NCES data). In both cases, the Appalachian states in their entirety show a dropout rate that is about 3.5 percent higher than the national average.

Table 3 lists dropout data for the Appalachian counties of the 13 Appalachian states. Of note is that, according to the Census data (the only data available for comparing dropouts in the Appalachian counties with the nation), the dropout rate in the Appalachian counties is 5.9 percent higher than the national average.

Table 4 lists dropout data for the Northern, Central, and Southern Appalachian Regions. These data help to pinpoint the dropout problem in Appa-

Table 3

State Dropout Data (Appalachian Counties Only)

	Reported 1983-84 Grades 7-12 Dropouts)	1983-84 Grades 7-12 Enrollment (Including Dropouts	Reported 1983-84 Dropouts as a Percentage of Grades 7-12 Enrollment	1983-84 Grade 7 Enrollment	Reported 1983-84 Dropouts as a Percentage of 1983-84 Grade 7 Enrollment	Estimated Leavers Grade 7, 1978-79; Grade 12, 1983-84	1978-79 Grade 7 Enrollment	Estimated Leavers as a Percentage of 1978-79 Grade 7 Enrollment	1980 Census Data Ages 18-24
AL	7,884	213,572	3.7%	40,408	19.5%	11,421	38,776	29.5%	29.1%
GA	6,254	107,482	5.8%	20,725	30.2%	7,486	20,111	37.2%	35.4%
KY	5,377	100,649	5.3%	19,341	27.8%	7,411	19,461	38.1%	38.1%
MD	345	18,086	1.9%	3,078	11.2%	567	3,404	16.7%	22.5%
MS	1,930	41,946	4.6%	7,963	24.2%	3,128	8,549	36.6%	31.2%
NC	5,501	105,067	5.2%	19,142	28.7%	4,513	18,234	24.8%	29.2%
NY	2,497	96,507	2.6%	16,817	14.9%	3,092	17,978	17.2%	17.0%
OH	2,005	113,822	1.8%	20,910	9.6%	3,903	20,743	18.8%	26.2%
PA	9,998	514,890	1.9%	77,459	12.9%	12,101	93,876	12.9%	16.6%
SC	2,302	72,225	3.2%	13,408	17.2%	4,235	13,876	30.5%	28.7%
TN	(9,505)	180,467	(5.3%)	33,442	(28.4%)	9,505	32,728	29.1%	29.5%
VA	1,821	51,711	3.5%	9,820	18.5%	2,956	9,587	30.1%	38.1%
WV	5,482	169,218	3.2%	32,974	16.6%	8,502	31,441	27.0%	27.2%
Total for Appalachian Countries	60,901	1,785,642	3.4%	315,487	19.3%	78,820	328,764	24.0%	25.3%
Total for USA	--	--	--	--	--	--	--	--	23.9%

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Table 4

Dropout Data by Appalachian Region[a]

	Reported 1983-84 Grades 7-12 Dropouts)	1983-84 Grades 7-12 Enrollment (Including Dropouts	Reported 1983-84 Dropouts as a Percentage of Grades 7-12 Enrollment	1983-84 Grade 7 Enrollment	Reported 1983-84 Dropouts as a Percentage of 1983-84 Grade 7 Enrollment	Estimated Leavers Grade 7, 1978-79; Grade 12, 1983-84	1978-79 Grade 7 Enrollment	Estimated Leavers as a Percentage of 1978-79 Grade 7 Enrollment	1980 Census Data Ages 18-24
Northern	18,884	876,344	2.2%	143,472	13.2%	25,148	160,036	15.7%	19.1%
Central	10,224	196,567	5.2%	38,525	26.5%	14,448	38,128	37.9%	38.0%
Southern	31,793	712,731	4.5%	133,490	23.8%	39,224	130,600	30.0%	30.0%
Total for Appalachia	60,901	1,785,642	3.4%	315,487	19.3%	78,820	328,764	24.0%	25.3%
Total for USA	--	--	--	--	--	--	--	--	23.9%

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lachia. While the dropout rate in Northern Appalachia is about 20 percent less than the national average, the rate for the Southern region is 25 percent higher than the national average and the rate for the Central Region is 59 percent higher.

C. Determination of Dropout Characteristics

1. Methodology for Determining Dropout Characteristics

Since an understanding of the characteristics of high school dropouts in Appalachia would appear essential to addressing the dropout problem, two activities were undertaken to attempt to describe the population of dropouts. These were a limited review of the literature and an analysis of descriptive data provided by the Appalachian states. The activities were directed toward answering questions such as:

-- Do rural dropouts differ from urban dropouts? In what ways?

-- What are the reasons for dropping out?

-- Do dropout ratios (and reasons) differ by sex, age, exit grade, or socioeconomic status?

While there is an extensive literature on dropouts in general and urban dropouts in particular, only one empirical study of rural dropouts and two papers describing rural Appalachian dropouts were found. These are discussed in the next subsection.

As noted in Table 1, seven of the Appalachian states provided data on the number of dropouts by various characteristics. These data were used in the following ways. Five states (Pennsylvania, Maryland, Mississippi, West Virginia, and Virginia) reported dropouts by reasons for dropping out. These data were analyzed in three ways: (a) reasons for dropping out within the Appalachian areas of the states, (b) comparison of reasons for dropping out in a small sample of rural Appalachian counties as compared with an equal number of urban counties, and (c) reasons for dropping out, by sex (using Pennsylvania, West Virginia, and Virginia data). Three states (Alabama, Pennsylvania, and West Virginia) reported dropouts by sex, two states (Alabama and West Virginia) reported them by age, and one state (West Virginia) reported them by socioeconomic status. These data were analyzed for the Appalachian counties within each state. The results of all of these analyses are provided in the next subsection.

2. Results: Characteristics of Dropouts

The results of the above noted literature review were as follows. An empirical study[9] explored some of the characteristics of a group of 39 pupils (10 females, 29 males) in a midwest rural town. These pupils were matched with a control group by sex and number of years in school. For comparative and descriptive purposes, 11 items in the pupils' cumulative records were analyzed, including, for example, composite IQ scores. The following behavioral descriptions were more characteristic of rural dropouts than their enrolled peers: (a) less intelligent, but with ability in the normal range; (b) low grade point average; (c) poor performance on aptitude and achievement tests; (d) irregular attendance; (e) low evaluation by teachers, especially in the areas of initiative and reliablity, and (f) little or no participation in extracurricular activities. These dropouts were similar to the control group on (a) age, (b) residence, and (c) fathers' occupation. The dropouts had extremely poor study habits and work skills, and poor academic motivation was consistently noted by the school staff members.

Rural Appalachian dropouts were described in one paper[10] as: (a) isolated because of their home locations, (b) lacking internal and external motivation, (c) from low socioeconomic-level families that have little power in their communities and that have low aspiration levels for their children and (d) lacking financial support. They are further described in another paper[11] as: (a) having low expectations and a sense of apathy; (b) feeling isolated and uncared for; (c) unrewarded as many classmates are by grades, by parental and teacher encouragement, by peer acceptance, and by athletic and extracurricular activities; and (d) convinced by the school that they are losers.

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[9] Fuller, G. B, & Friedrich, D. Rural high school dropouts: A descriptive analysis. Perceptual and Motor Skills, 1972, 35, 195-201.

[10] Busaker, W. Improving retention rate in small rural school districts. In Improving Retention Rates: Proceedings of the April 22, 1982, Conference. Albany: Divisions of ESC Education Planning and Development, School Supervision, Pupil Personnel Services, New York State Education Department, 1982.

[11] Ball, R. J. & Molloy. Improving retention: A rural principal's perspective. In Improving Retention Rates: Proceedings of the April 22, 1982, Conference. Albany: Divisions of ESC Education Planning and Development, School Supervision, Pupil Personnel Services, New York State Education Department, 1982.

The results of the analysis of state-provided data were as follows.

a. Reasons for Dropping

Reasons for dropping out reported by five states were analyzed for similarity. Nine identical or highly similar reasons were reported by two or more states. This permitted aggregating these data. The reasons, percentage of Appalachian pupils dropping out for each reason, and the reporting states are listed in Table 5. As noted in the table, the primary reasons reported for dropping out were poor academic achievement and related reasons (59 percent), financial (14 percent), and marriage or pregnancy (4 percent).

b. Comparison of Rural vs. Urban Dropouts

Data that permitted comparison of rural dropouts with urban dropouts on reasons and sex, were reported by four states (Maryland, Mississippi, Pennsylvania, Virginia).[12/] A small sample of rural and urban counties were selected in each state based on population density. In three states (Mississippi, Pennsylvania, Virginia) the four most sparsely populated Appalachian counties were identified (all had densities of 21 persons per square mile or less). In the fourth State (Maryland), which has only three Appalachian counties, the rural counties were limited to the three most sparsely populated counties within the state to keep the population density as low as possible. Of these three counties, one was in Appalachia, and the population density did not exceed 57 persons per square mile.

Selected urban counties were the three counties with the highest population density in each state, provided the population density was above 270 persons per square mile. One state (Mississippi had only two counties that met this criterion). The reasons, percent of rural and of urban pupils dropping out for each reason, and the reporting states are listed in Table 6. As listed in the table, the major difference between urban and rural dropouts was in the "other reasons or reasons unknown" category. While large proportional differences are shown in some of the other categories, these sample sizes are quite small and caution must be used in interpreting the data. In general,

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[12/] Virginia reported dropouts for grades 8-12. An estimate of the number of grade 7 dropouts was calculated for each dropout characteristic reported by Virginia based on comparable data from Georgia. Specifically, the number of dropouts reported by Virginia for each characteristic was multiplied by the ratio of Georgia's grades 7-12 dropouts to Georgia's grades 8-12 dropouts.

the data fail to make a strong case for differences in urban and rural areas regarding reasons for dropping out.

Reasons for dropping out were further analyzed by sex based on data for all Appalachian counties within three states (Pennsylvania, Virginia, West Virginia).[13/] The reasons, percent of males and of females dropping out for each reason, and the reporting states are provided in Table 7. As noted in the table, one of the major differences in reasons for dropping out between males and females was that more females drop out because of marriage or pregnancy, health, and home responsibilities. Also, more males drop out as a result of court action/correctional institution.

c. Additional Characteristics

Two additional characteristics were analyzed: sex and race. Data from three states (Alabama, Pennsylvania, West Virginia) showed that among Appalachian counties 57.2 percent of the dropouts were male, while 42.9 percent were female. (The public school population in the included states is approximately 50.7 percent males and 49.3 percent female.) Data from two states (Alabama and West Virginia) showed that of the male dropouts, 91.9 percent were white and 8.1 were minority; of the female dropouts, 91.2 percent were white and 8.8 percent were minority. (The public school population in the two states combined is 76 percent white and 24 percent minority.) One state (West Virginia) reported the "economic status of residence" for dropouts. Of these, 14.4 percent were on "public assistance," 25.9 percent were "below average," 29.0 percent were "average," 2.0 percent were "above average," 0.1 percent were "affluent," 26.2 percent were "unknown," and 2.1 percent were "not reported."

[13/] West Virginia reported proportion of grades K-12 dropouts for each reason. The grades 7-12 portion of dropouts was calculated by multiplying the proportion of grades K-12 dropouts by the total number of grades 7-12 dropouts.

Table 5

Reasons for Dropping Out

--	Academic achievement/incompatibility with school (including lack of motivation, dislike of school, quit school after required age) (Reporting states: MD, MS, PA, VA, WV)	58.6 percent
--	Financial (including employment and economic) (Reporting states: MD, MS, PA, VA, WV)	14.0 percent
--	Marriage or pregnancy (Reporting states: MD, MS, WV)	3.6 percent
--	Behavior Problems (including poor pupil-staff relationships, poor relationships with fellow pupils, immaturity, and expulsion) (Reporting states: MD, MS, VA, WV)	3.1 percent
--	Court action/correctional institution (Reporting states: MD, PA)	3.0 percent
--	Health (including illness, physical disability) (Reporting states: MD, MS, PA, VA, WV)	1.8 percent
--	Home responsibility (including needed at home and parental influence) (Reporting states: MS, WV)	1.8 percent
--	Military (Reporting states: MD, PA)	0.4 percent
--	Mental or emotional (Reporting states: MS, WV)	0.1 percent
--	All other resaons or reason unknown (Reporting states: MD, MS, WV)	13.6 percent
	TOTAL	100 percent

Table 6

Reasons for Dropping Out, Rural vs. Urban

--	Academic achievement/incompatibility with school--	Urban 77.9 percent
	(States reporting: MD, MS, PA, VA)	Rural 56.9 percent
--	Financial--	Urban 5.7 percent
	(States reporting: MD, MS, PA, VA)	Rural 3.4 percent
--	Marriage or pregnancy--	Urban 0.3 percent
	(States reporting: MD, MS)	Rural 3.6 percent
--	Behavior Problems--	Urban 3.4 percent
	(States reporting: MD, MS, VA)	Rural 6.5 percent
--	Court action/correctional institution--	Urban 3.1 percent
	(States reporting: MD, PA)	Rural 1.0 percent
--	Health--	Urban 0.5 percent
	(States reporting: MD, MS, VA)	Rural 1.4 percent
--	Home responsibility--	Urban 0.1 percent
	(State reporting: MS)	Rural 0.4 percent
--	Military--	Urban 0.8 percent
	(States reporting: MD, PA)	Rural 0.2 percent
--	Mental or emotional--	Urban 0.1 percent
	(State reporting: MS)	Rural 0.0 percent
--	All other reasons or reasons unknown	Urban 8.1 percent
	(States reporting: MD, MS, WV)	Rural 26.6 percent
	TOTAL	Urban 100 percent
		Rural 100 percent

Table 7

Reasons for Dropping Out, by Sex

--	Academic achievement/incompatibility with school--	Males	65.0 percent
	(States reporting: PA, VA, WV)	Females	57.5 percent
--	Financial--	Males	13.5 percent
	(States reporting: PA, VA, WV)	Females	16.4 percent
--	Marriage or pregnancy--	Males	0.4 percent
	(State reporting: WV)	Females	6.7 percent
--	Behavior problems--	Males	3.7 percent
	(States reporting: VA, WV)	Females	2.1 percent
--	Court action/correctional institution--	Males	4.7 percent
	(State reporting: PA)	Females	1.6 percent
--	Health--	Males	0.6 percent
	(States reporting: VA, WV)	Females	3.4 percent
--	Home responsibility--	Males	0.6 percent
	(State reporting: WV)	Females	2.8 percent
--	Military--	Males	0.8 percent
	(State reporting: PA)	Females	0.1 percent
--	Mental or emotional--	Males	0.1 percent
	(State reporting: WV)	Females	0.1 percent
--	All other reasons or reason unknown	Males	10.6 percent
	(States reporting: MD, MS, WV)	Females	9.3 percent
	TOTAL	Males	100 percent
		Females	100 percent

III. CATEGORIES AND LOCATIONS OF DROPOUT REDUCTION/REMEDIATION PROGRAMS IN APPALACHIA

To address the second study objective of determining the nature and extent of programs that address the dropout problem in Appalachia, two major activities were undertaken. The first was to obtain program descriptive information from the Appalachian states and counties. The second was to determine how this information might best be reported. This section describes the methodology and results of activities to collect pertinent state and local program description information (Subsection III.A), and the methodology and results of the activities for categorizing and reporting programs (Subsection III.B).

A. Collecting of Dropout Reduction/Remediation Program Description Information

1. Methodology for Collecting Information

Telephone contact was made with the State Department of Education in each of the Appalachian States to determine the state role in addressing the dropout problem and in identifying dropout reduction/remediation programs. The results of this activity is reported in the next subsection.

Since only one Appalachian state (West Virginia) had recently conducted a census of school districts within the state to determine the nature and extent of dropout reduction/remediation activities at the school district level[14/] (and since, because of reasons discussed in Subsection III.B, this information was considered inadequate for present purposes), consideration was given to attempting such a census of all 1,033 school districts in the Appalachian Region. In an attempt to estimate the magnitude of such a task, telephone contact was made to 15 randomly-selected school districts; these districts were asked if they would mail us a copy of data-of-record information that described their dropout reduction/remediation program. Ten of these districts noted that they had no such program specifically for addressing the dropout problem (although all reported conducting various activities thought to be

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[14/] Marshall University, West Virginia Research Coordinating Unit for Vocational Education. Brief Guidelines on Information and Strategy for Dropout Prevention in West Virginia. Huntington: Author, 1983.

helpful in reducing the number of dropouts). Of the five districts reporting the existence of formal dropout reduction/remediation programs, three indicated that a written description of their program was available. These contacted school districts also were helpful in assisting in determining how a request for program descriptive information might best be phrased to minimize reporting of relatively insignificant but related school district activities not intended primarily to address the dropout problem.

Based upon this information, we estimated that a survey of all 1,033 Appalachian school districts likely would yield 100 to 200 program descriptions and that the study schedule and resources would permit analysis of the returns. A letter then was mailed to each of the 1,033 school districts asking for (a) the major emphasis or emphases of any program intended primarily to prevent or remediate school dropout and (b) a copy of any literature describing the program. The results of this activity are reported in the next subsection.

In an attempt to identify local dropout reduction/remediation programs sponsored by agencies or organizations other than the public school system, the 69 Local Development Districts in the Appalachian region were contacted by telephone and asked for their assistance in identifying programs. The results of this activity are reported in the next subsection.

2. Results of Information Collecting Activity

All 13 of the Appalachian states reported having at least one person at the state level with responsibility for assisting in addressing the dropout problem. While this often was the major responsibility, in about half of the states it was one of several responsibilities. Activities at the state level was reported to consist of working with state-level task forces (Alabama, Kentucky, Virginia, West Virginia), disseminating dropout program information to local school districts (Kentucky, Maryland, New York, North Carolina, Ohio, South Carolina, Tennessee, West Virginia), and sponsoring dropout prevention conferences (Kentucky, Maryland, New York). Some states (Kentucky, New York) reported providing special funding to support local dropout programs in selected school districts. All of the states indicated that, while these types of assistance were provided by the state, the nature and extent of dropout reduction/remediation efforts remained primarily a local school district prerogative.

Six states (Alabama, Kentucky, New York, North Carolina, South Carolina, West Virginia) identified local programs that they considered exemplary.

The results of the survey of the 1,033 Appalachian school districts were as follows. Five hundred eighty three (56 percent) of the districts responded to this initial mailing. Of these, 238 (41 percent of the respondents) indicated the existence of a formal dropout reduction/remediation program and noted the primary emphasis of the program. Ninety-eight school districts (41 percent of the respondents having programs) also provided a copy of a written description of their dropout reduction/remediation program. The remainder of the districts reporting programs described their programs by noting the major program emphases. This descriptive information served as a major input in the development of the categorization methodology (Subsection III.B.1) below, and also served as a basis for the report (Subsection III.B.2 below) on the number and categories of programs by state and region.

Since 450 (44 percent) of the Appalachian school districts did not respond to the mail request for information, a sample of nonrespondents was selected for follow-up. A stratified (by state) random sample of 25 school districts (5.6 percent of the nonrespondents) was contacted and asked for the same information requested in the original mail request. Twenty-two (88 percent) of these stated that they had not responded because they had no dropout reduction/remediation program. The remaining three (12 percent) stated that they did have a program and provided descriptive information. This latter information is included with the program description data in Appendix B. Based upon these follow-up results, we have reasonable confidence that most of the local school district dropout reduction/remediation programs have been identified.

The results of the telephone contacts with the 69 local development districts indicated the following. Thirty-four of the districts reported not being aware of any such programs in their region. Fourteen districts indicated that any known local programs were sponsored by the public school system. Another 12 districts reported the existence of local Job Training Partnership Act (JTPA) programs that, while not specifically addressing the dropout problem, might provide some services to dropouts. The remaining nine districts reported the existence of local programs planned specifically for dropout reduction/remediation and sponsored by other than the public school system.

These were primarily tutorial programs supported by the Local Development district, JTPA programs, Community Colleges, or the local Chamber of Commerce. These programs are included in the discussion of programs in Subsection III.B.2 and in the program listing in Appendix B.

B. Reporting of Program Descriptive Information

1. Methodology for Reporting Dropout Reduction/Remediation Programs

As a first step in developing a method for categorizing dropout reduction/remediation programs, a brief review was undertaken of the limited published reports of attempts at such categorization. The reviewed literature indicated two basic approaches to categorization. One approach was to categorize by primary program emphasis. While details of this approach vary,[15] the approach might best be described by reference to the categories used by the Kentucky Department of Education.[16] In a recent resource assessment, the Kentucky Department of Education used six basic approaches to describe dropout programs. These were:

-- Tutorial
-- Counseling/advising
-- Work-related
-- Alternative curriculum
-- Parental involvement
-- Student-centered

Dropout reduction/remediation programs, then, were assigned to the most appropriate of these six categories based upon the primary emphasis of the program. The major advantage of such an approach was that the limited number of distinct catagories facilitates reporting of programs by category. However, many programs do not readily fall into any single category since they place equal emphasis on more than one of the approaches. In such cases, the assignment to a single emphasis may be arbitrary and misleading. Also noted with this approach was that one of the categories, the student-centered approach, did not appear to be readily definable in that practically all dropout reduction/remediation activities could be considered student-centered.

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[15] For example:
Lambert, R. (Dir.) Staying In ... A Dropout Prevention Handbook, K-12. Madison: Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 1980.

New York State Education Department. The dropout problem: A review. In Improving Retention Rates: Proceedings of the April 22, 1982 Conference. Albany: Division of ESC Education Planning and Development, School Supervision, Pupil Personnel Services, New York State Education Department, 1982.

[16] Crabtree, D. and Braden, B. Dropout Prevention: A Sound Investment for the Future. Frankfort: Kentucky Department of Education, 1983.

Another approach to categorization was to list, for each program, all of the program activities or components.[17] In following such an approach, the state of West Virginia recently conducted a survey of dropout prevention activities[18] using a listing of 18 program activities. While such an approach had the advantage of reporting all identifiable program elements, we also noted that most (if not all) of the activities typically are carried out, at least to a limited degree, in all school systems, regardless of whether or not the activities are intended primarily to address the dropout problem. Thus, if a school district is asked about the presence of the activities, the district well may report that they carry out the activities even though the activities may primarily address concerns other than school dropout. The large number of activities that might be listed in describing a program also could make reporting of programs by category quite cumbersome.

To capitalize on the strengths of both of these basic approaches to categorization, a tentative listing of seven clusters of program activities variously listed or described in the literature were developed. These were:

-- Tutorial activities

-- Alternative curriculum or classes

-- Work-related activities

-- Counseling/advising

-- Attitudinal/self-awareness activities

-- Attendance incentive activities

-- Parental involvement

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[17] Augustin, J. W. & Novak, J. L. Dropout Prevention: What Are the Effective Ingredients? Paper presented at the Annual Convention of the American Personnel and Guidance Association, Atlanta, 1980.

[18] Marshall University, West Virginia Research Coordinating Unit for Vocational Education. Brief Guidelines on Information and Strategy for Dropout Prevention in West Virginia. Huntington: Author, 1983.

These clusters of activities were thought to include all probable dropout reduction/remediation activities with each cluster including a reasonably distinct group of activities. The intent was that each dropout reduction/remediation program may be categorized according to the one or more of these clusters that best describes the program emphasis. While such an approach has the disadvantage of permitting 127 possible combinations of program emphasis indicators, the small number of clusters facilitates reporting of programs by category while still allowing ready classification of programs with multiple emphases.

To validate or revise this approach to categorization, the program descriptive information provided by local school districts (see Subsection III.A) was reviewed and compared with the tentative categorization approach. In every case, the reported programs could be readily categorized using the appropriate clusters; that is, the clusters as developed proved to be necessary and sufficient for describing the programs. Based upon the validation results, this categorization approach was used to describe the reported dropout reduction/remediation programs (see Subsection III.B.2 and Appendix B). Also, the various program descriptions were used to elaborate upon and clarify the activities included in each of the seven clusters. Following is the results of this latter activity.

Tutorial Activities include structured or unstructured assistance, usually in a one-to-one or small-group situation, to pupils who are studying academic subjects or subjects such as personal or social growth. The tutor may be a professional teacher, adult aide, student, parent, retired teacher, community volunteer, or other. Tutoring typically is remedial or supplementary in nature.

One example of a tutorial program to address the dropout problem is a program reported by a local school district in Kentucky.[19] This program includes remedial classes in basic curriculum areas for potential dropouts and involves the use of retired teachers as tutors.

Alternative curriculum or classes are intended to provide an academic alternative to pupils. The alternative offerings may include opportunities to improve academic skills, improve self-image, develop self-confidence, and/or improve communications skills to enable pupils to compete for employment. The usual alteratives are:

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[19] Letter from Laurel County Department of Education, London, Kentucky, March 5, 1985.

(1) Alternative classes designed to help the pupils in specific areas while permitting them to remain in the overall mainstream of the school.

(2) Alternative programs or "school-within-a-school" programs selected or developed to meet the special needs for identified groups of pupil; such programs include special population programs, high school equivalency programs, single grade alternative programs, and alternate schedule programs.

(3) Alternative school programs that constitute a more comprehensive alternate program and usually maintain separate facilities and staff.

One example of an alternative curriculum or classes program to address the dropout problem is a program reported by a local school district in Virginia.[20/] This program consists of (1) a one year, day program that consists of a half-day of classroom instruction in basic skills and a half-day of on the job training, (2) basic adult education evening classes to teach basic skills and help prepare pupils for the G.E.D. examination, (3) high school evening classes, and (4) work experience under the supervision of designated nonschool personnel.

Work-related activities are intended to assist selected pupils in gaining the skill and training necessary for successful entry into the world of work. Such activities include (1) on-the-job experience or observation; (2) work-related classes that address subjects such as employability skills, personal/social development, consumer awareness, and basic skills; (3) career awareness/exploration activities; and (4) vocational course work.

One example of a work-related program to address the dropout problem is a program reported by a local school district in Maryland.[21/] This "career/

[20/] Lee County Public Schools. Alternative Education . . . The Future Belongs to Those Who Prepare for It. Jonesville, Virginia, Lee County Guidance and Placement Services, (undated).

[21/] Garrett County School District. Project Abstract (Career/Employability School-to-Work Transition Program). Garrett County, Maryland, (undated).

employability school-to-work transition" program is designed to serve selected twelfth grade pupils by providing instruction and practice in job seeking skills, employability skills, and work maturity skills. Another such program reported by an Ohio school district[22] provides selected pupils with work experience in an employing establishment and job related instruction in school. The major objective of the program is to develop the necessary attitudes, skills, and abilities to enable the pupils to become gainfully employed in occupations having limited skills requirements.

Counseling/advising is a one-to-one or small-group activity intended to facilitate the pupils' development of self-awareness, self-esteem, expression, understanding of feelings, attitudes, relationships with others, and understanding of available options and the possible consequences of school and life decisions.

One example of a counseling/advising program to address the dropout problem is a program reported by a local school district in New York.[23] This program provides a "school motivation" counselor to work with potential dropouts through personal counseling, career counseling, exploration of career options, development of personal awareness, and short term and long term goal setting. Another such program reported by a South Carolina[24] school district is directed toward improving the dropout rate in the ninth grade through a comprehensive counseling program involving the pupil, parent, administrator, teacher, and counselor.

Attitudinal/self-awareness activities include making the curriculum more meaningful and attractive; improving rapport between students, parents, faculty, and administrators; decreasing the incidence of disciplinary problems and pupil suspension; conducting self-awareness classes; and having prominent citizens speak to pupils regarding the importance of completing school.

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[22] Rolling Hills School District. Occupational Work Experience Program. Rolling Hill's School District, Ohio, (undated).

[23] Richfield Springs Central School. Opportunities for Otsego, Inc.: Community Action Agency. Richfields Springs, New York: 1984.

[24] Spartenburg County School District Six. Project TLC, Tender Loving Counseling (pamphlet). Spartanburg, South Carolina, 1985.

One example of such a program is a "life preparation skills" program in a Pennsylvania school district[25] that is reported to improve pupil attitudes through use of activities such as study skills reinforcement, values modification, rap sessions, academic subject reinforcement, and use of field trips and outside speakers.

Attendance incentive activities include attendance enforcement, negative reinforcement for poor attendance, and positive reinforcement for good attendance. One example of such a program is an "attendance motivation" program reported by a Kentucky school district.[26] This program publishes a monthly attendance motivation bulletin; awards schools, teachers, and classes for high attendance; and supports team attendance competitions.

A parental involvement program involves parents in dropout prevention through parent conferences, home visits, using parents as tutors or providers of support services, parent study groups, and parent counseling. One example of such a program is a "home intervention" program reported by[27] a West Virginia school district. The program utilizes "home-school visitors" whose main duty is to communicate with potential dropouts and their parents in an attempt to assist parents in making changes that will improve the pupils' attitudes and academic opportunities. Another such program reported by a Georgia school district[28] uses community volunteers to assist the school counselors in interacting with potential dropouts and their parents. A primary activity with parents is stressing the importance of the parental role in seeing that their children complete their education.

While each of the above summary descriptions indicate a major program emphasis, but few programs were found to have only a single emphasis. Many work-related programs, for example, also included counseling as a major emphasis; most parental involvement, attitudinal/self-awareness, and attendance incentive programs had dual emphases. Several examples of programs with dual emphases are as follows. An Alabama school district[29] reported a program with emphasis placed upon individual and small group counseling, tutorial and testing assistance, an extended day alternative school, an elementary alternative curriculum, and attendance incentive activities. A Mississippi school district[30] reported a program for providing counseling, tutoring, and work preparation training to potential dropouts. A North Carolina district[31] reported a program with several alternative classes including a work-related class. This program also places major emphasis on counseling and attitudinal/self-awareness activities.

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[25] Mercer County School District. Life Preparation Skills Program Curriculum (paper). Mercer County, Pennsylvnia, (undated).

[26] Ashland Public Schools. Attendance Motivation and Dropout Prevention (papers). Ashland, Kentucky, 1984-85.

[27] Krelis, G. S., and Nanny, J. B. Success in School Through Home Intervention (paper). Ohio County School District, West Virginia, (undated).

[28] Phelps, C. S. Educational is Essential: Schools and Community in Partnership. Whitfield County and Dalton City Public Schools, Georgia (undated).

An additional clarification is that we used the term "program" to describe the total activities carried out by a school district primarily for dropout reduction/remediation purposes. If, for example, a school district sponsored one set of activities in one school and a different set of activities in another school, a single "program" consisting of both sets of activities was reported. Another classification regarding program descriptions is that the lack of one or more of the seven clusters of activities in a program description does not indicate that the activities are not included in the program. For example, if a program is reported as being a work-related program, this does not imply that counseling does not take place. It does indicate that the primary emphasis of the program is on work-related activities and that counseling and other activities play a secondary role. Of note is that all seven of the activity clusters typically are carried out by all school districts. However, for present purposes, we are identifying only those activities that are (1) primary program emphases and (2) carried out primarily for dropout reduction/remediation purposes.

One additional factor of interest is the means by which dropout reduction/remediation programs are funded and responsibility shared among various public and private organizations and agencies in the community. While such information (taken from the program descriptive information provided by the school districts) is not extensive, some patterns appear reasonably clear. While the public school systems assume major responsibility for dropout reduction/remediation activities, other community organizations and agencies, including local businesses, often are called upon for assistance, particularly with work-related and attendance incentive activities. Program funding typically is state and local funding; however, federal funding (JTPA, Chapter 1, Chapter 2, ESEA IV-C, and Juvenile Justice and Delinquency Prevention Act) sometimes is used. Also, in several school districts, the local Chamber of Commerce apparently financed some of the program activities. In summary, a range of sources for limited funding are being tapped with most funding being public school system state and local funding. A variety of organizations and agencies provide limited assistance to programs operated primarily by the public school systems.

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[29] Tuscaloosa City Schools. Guidance Programs (pamphlets and papers). Tuscaloosa City Schools, Alabama, (undated).

[30] Alcom County Public Schools. Employment Preparation for Youth (contract #4-25-404-TF-31). Corinth, Mississippi, 1984-85.

[31] Winston-Salem/Forsyth County Schools. Career Center (pamphlets and papers). Winston Salem, North Carolina, 1984-85.

2. Results: Numbers and Proportions of Appalachian Counties/School Districts Reporting Dropout Reduction/Remediation Programs

Table 8 shows the number and proportion of Appalachian school districts reporting dropout reduction/remediation programs. Table 9 provides similar information for the Northern, Central, and Southern Appalachian Regions. Table 10 shows, by state, the number of counties in the service areas of the local Development Districts reporting programs sponsored by other than school districts. A complete listing of program types by county, school district, and region is provided as Appendix B.

Table 8

Number (and Proportion) of School-District-Supported Programs, by State

State	Number of Appalachian School Districts	Number of Schools Districts Reporting Programs	Percentage of School Districts Reporting Programs
AL	75	14	19
GA	47	7	15
KY	70	17	24
MD	3	3	100
MS	36	8	22
NY	141	29	20
NC	34	23	68
OH	115	32	28
PA	336	51	15
SC	16	4	25
TN	75	13	17
VA	30	13	43
WV	55	27	49
Total	1,033	241	23

Table 9

Number (and Proportion) of School-District-Supported Programs, by Region

Region	Number of Appalachian School Districts	Number of Schools Districts Reporting Programs	Percentage of School Districts Reporting Programs
Northern	641	137	21
Central	279	76	27
Southern	113	28	25
Total	1,033	241	23

Table 10. Number of "Other than School" Programs, by State

State	Number of Programs	Number of Counties in the Services Areas of the Local Development Districts Reporting Programs
AL		
GA	2	18
KY		
MD		
MS	1	7
NY	1	3
NC	1	7
OH		
PA	2	17
SC		
TN	2	14
VA		
WV	2	10
Total	11	76

IV. PROGRAM REPLICATION CONSIDERATIONS

A. Determination of Characteristics of Programs Thought to be Successful

1. Methodology for Determining Significant Program Components

In an attempt to ascertain the characteristics of successful dropout reduction/remediation programs, a number of descriptions of such programs that were thought to be successful (as defined below) were reviewed to determine what program components most often were included in such programs. The reviewed programs are included in the annotated bibliography in Appendix C (Part 1). Programs ranged in scope from statewide to individual school programs. Most were located in a school with direct school district support in terms of staffing, referrals, and financing. While the primary mission of most of the programs was the reduction in the number of dropouts or the provision of remediation services to those who had dropped out, some reviewed programs were research projects with limited time schedules and a primary mission of determining the effectiveness of single or multiple variable in addressing the dropout problem.

Judging the success of the reviewed programs was complicated by a general lack of evaluation data. While the programs with specific research missions typically included appropriate evaluation techniques, most programs did not include methods for empirically determining success or failure. Instead, statements of success most often were based on the logic of presumed sound practice; that is, the proponents of the programs considered the program activities to be conducive to success. Several programs provided measures of program success but failed to include the method used to compile and analyze the data. In spite of these shortcomings, the reviewed programs are considered to be reasonably representative of the range of presumable successful programs in the U.S.

To identify the essential components of presumable successful programs, a simple matrix was prepared that identified programs on the vertical axis and program components on the horizontal axis. The most often included components were considered more likely to be essential to program success while unique components were considered more likely to be included to address unique local situations. The components found in 60 percent or more of the reviewed programs (and, thus, considered likely to be more essential to program success) were listed and the typical sequence and functional interaction of these components were noted. These outcomes are described in the next subsection.

2. Results: Components Considered Essential to a Successful Program

Table 11 lists the program components considered essential to the success of a dropout reduction/remediation program, and provides some classification of each component. Table 12 shows the relationship between the components and the reviewed program descriptions that emphasized one or more specific components. This latter item may prove helpful to those who wish for a more detailed description than is provided in Table 11. Figure 1 depicts the typical sequence and function relationships of the program components.

B. Considerations in Selecting and Implementing a Dropout Reduction/Remediation Program

Since the dropout reduction/remediation program model depicted in Table 12 and Figure 2 includes those components most often associated with successful programs, they can be considered for use with the knowledge that they have been tried and, within a certain educational context, proven to be effective. While all of the components are highly recommended for inclusion in a dropout reduction/remediation program, local conditions, available resources, and need/cause likely will dictate the emphasis that should be placed upon each component. Several of the components, however, are of such critical importance that a heavy emphasis is suggested regardless of constraints.

Perhaps the most critical set of components is identification of cause/need and planning based upon cause/need. This is because the correct identification of the problem and the subsequent planning provide the basis for assessing pertinent available resources and directing them toward addressing the real, rather than assumed, problem. Several examples of the need for planning based upon a comprehensive identification of cause/need are as follows.

Considerable research findings exist[32] that indicate the possibility of predicting with a high degree of accuracy which pupils will become dropouts. Most profiles include:

Low achievement.

Lack of interest in school.

Inability to read.

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[32] For example, see the discussion and references in Subsection II.C.2.

Table 11

Components of Successful Dropout Reduction/Remediation Program

(1) Determination of Need for a Program refers to those efforts to define the nature and extent of any existing dropout problem. These may include:

- (a) Survey.
- (b) Statistical analysis.
- (c) External assessment.
- (d) External data analysis.

(2) Identification of Program Advocates. Program advocates are those individuals willing to sponsor the design, development, implementation, and assessment/evaluation of a dropout program.

(3) Establishment of a Program Rationale is the expressing of the philosophical basis for addressing a dropout problem. The rationale should provide a focus for the program selection and development. Included are:

- (a) State agency perspective.
- (b) School system and community agency perspective.
- (c) Other perspectives.

(4) Identification of Underlying Cause/Need refers to those efforts that define the dropout problem in terms of pupil characteristics or system flaws. It differs from Need Identification in terms of specificity and emphasis upon pupil behaviors. While Need Identification usually is concerned with total statistical data or implied community sanctions toward dropouts, Identification of underlying Cause/Need usually is more concerned with specific objectives to be addressed.

(5) Planning Based on Identification of Cause/Need. Dropout programs should be developed and planned on the basis of the most reliable available data. If Identification of Cause/Need is accurate, planning should be directed toward addressing the identified cause/need and not designed to follow "other" programs. Unique local needs and program rationale should shape program development.

(6) Identification of At-Risk Pupils. Techniques for identifying potential dropouts are included in successful dropout programs. "Early" identification questionnaires, scales, and inventories are available (e.g.,

(Table 11, Continued)

Table 11. Continued

"Dropout Alert Scale," "Elementary School Pupil Adjustment Scale," "Systematic Screening," "Theory of Reasoned Action"). Pupil identification includes identification of:

(a) In-School Pupils

(b) Out-of-School Pupils

(7) Development of a Referral System. The Referral System includes rules and procedures for pupil referral into a dropout program and from the dropout program to other school professionals and outside agencies.

(8) Determination of Appropriate Treatments refers to the selection of activities to be carried out to assist dropouts, prevent dropouts, remediate potential dropouts, etc. These activities include:

(a) Tutorial activities.

(b) Alternative curriculum or classes.

(c) Work-related activities.

(d) Counseling/advising.

(e) Attitudinal/self-awareness activities.

(f) Attendance incentive activities.

(g) Parental involvement.

(9) Assurance of Pupil Returning to Regular School Programs. Once a pupil is part of a dropout program, special procedures must be structured and advertised regarding criteria for the pupil to return to the regular school programs.

(10) Development of Outreach/Recovery Activities refers to efforts to recruit pupils who have dropped out and to assist in their return to school.

(11) Provision of In-Service Training is required for selected staff to implement, manage, and administer dropout programs. The concept of training should be extended to parents, pupils, and other professionals who may be affected by the introduction of a new program.

(12) Provision of School and System Orientation. Schools are extremely sensitive systems. To introduce a new or additional component requires systemwide adjustment. An orientation should be geared to introduce the new component into the ongoing system.

(Table 11, Continued)

Table 11. Continued

(13) Provision of Community Orientation. Schools exist in a context of values, mores, and sanctions. The problem of dropouts has a community context. Efforts should be extended to inform the community and to open the system and program for community involvement.

(14) Development of Job Placement Activities. Vocational and business education oriented dropout programs should provide pupils with help in getting placed in suitable jobs. Job placement can be a school-community coordinated effort.

(15) Development of Follow-up Activities. What happens to pupils who drop out? What happens to pupils who enter and complete a dropout program? These and other questions are answered through appropriate follow-up. Follow-up efforts should be designed to compile data for evaluation, external audits, and to complete essential forms for gathering information.

(16) Development of Effectiveness Measures. Does the program work? What data and information are needed to answer the question? Most programs fail to compile prerequisite (base line) data and are at a loss to compose comparison. Procedures are needed for collecting, storing, retrieving, and analyzing data. Evaluation includes:

(a) External evaluation.

(b) Internal evaluation.

(c) External/internal evaluation.

(d) Output measures.

(17) Development of a Feedback System. What works and what does not work must be fed back into the program in order to make appropriate program adjustments. Administrators and program managers cannot make effective decisions without feedback.

(18) Assurance of System Assimilation. A dropout program such as an alternative program cannot remain a separate entity. Plans must be made for the component to become an integral part of the system. Separate programs are at a disadvantage in competition for scarce resources. Staff cannot effectively serve two systems. This component typically requires considerable time to achieve.

Table 12

Relationship Between Program Components and Reviewed Programs that Emphasized Specific Components

Component	Listing Numbers of of Reviewed Programs*
Determination of need for a Program	4, 11, 17, 20, 24, 27, 29
Identification of Program Advocates	19, 22, 23, 24
Establishment of a Program Rationale	11, 18, 19, 20, 24, 28, 30
Identification of Underlying Cause/Need	1, 4, 14, 17, 20, 24
Planning Based on Identified Cause/Need	1, 13, 16, 18, 22, 28, 29
Identification of At-Risk Pupils	3, 14, 25, 28, 32, 36
Development of a Referral System	22, 28
Determination of Appropriate Treatments	7, 8, 10, 12, 20, 21, 25, 34, 35
Assurance of Pupil Return to Regular Programs	9, 22
Development of Outreach/Recovery Activities	2, 9, 31, 32, 33, 36
Provision of In-Service Training	18, 19, 22, 24, 25
Provision of School and System Orientation	20, 22
Provision of Community Orientation	5, 6, 13, 16, 19
Development of Job Placement Activities	15
Development of Follow-up Activities	10, 31, 33, 37
Development of Effectiveness Measures	19, 20, 25, 34
Assurance of a Feedback System	24, 25, 26, 33, 37
Assurance of System Assimilation	26

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* Reviewed programs are listed in Appendix C, Part 1.

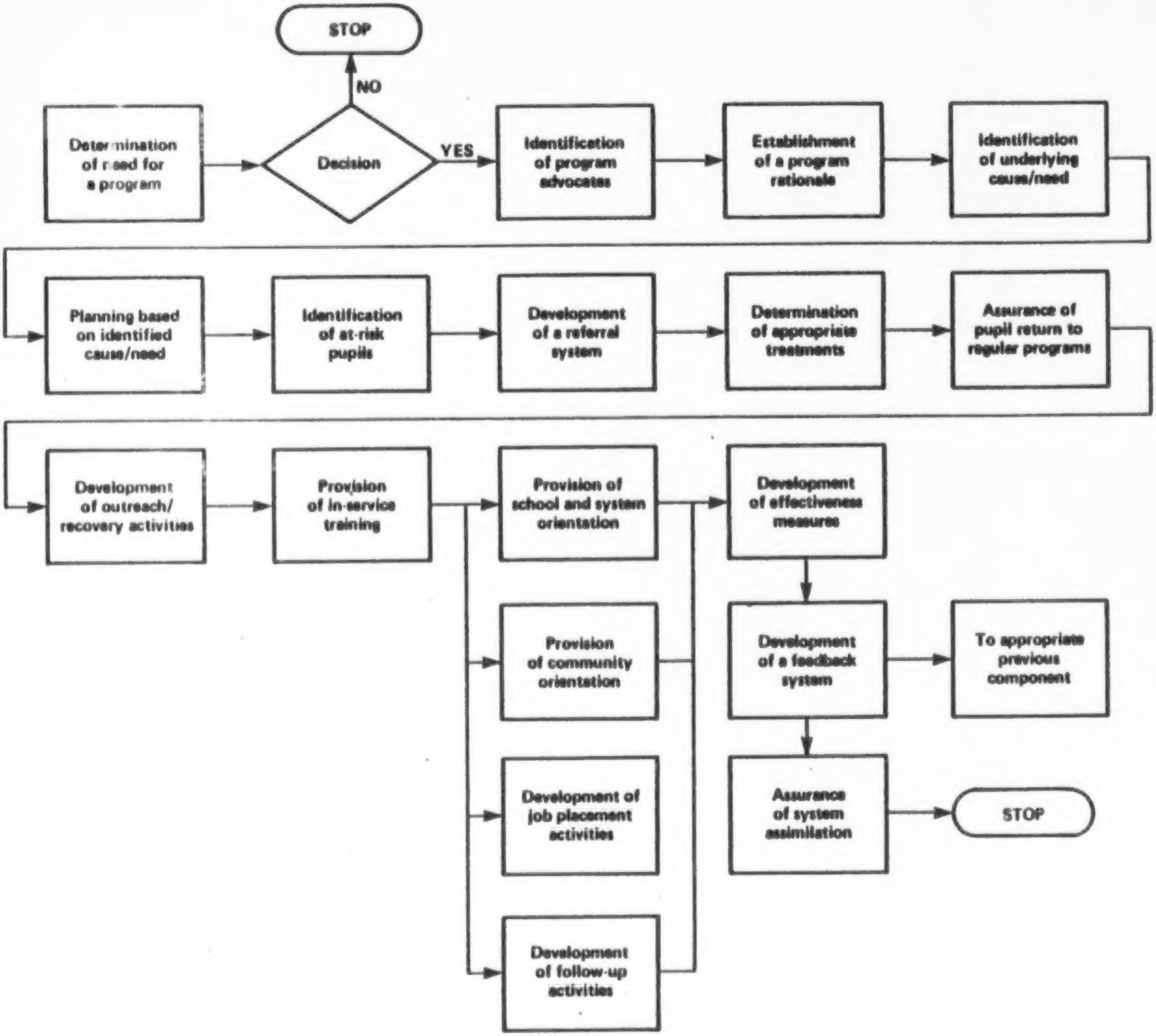
STOP
NO
Determination of need for a program
Decision
YES
Identification of program advocates
Establishment of a program rationale
Identification of underlying cause/need
Planning based on identified cause/need
Identification of at-risk pupils
Development of a referral system
Determination of appropriate treatments
Assurance of pupil return to regular programs
Development of outreach/ recovery activities
Provision of in-service training
Provision of school and system orientation
Development of effectiveness measures
Provision of community orientation
Development of a feedback system
To appropriate previous component
Development of job placement activities
Assurance of system assimilation
STOP
Development of follow-up activities

Figure 2. Dropout Program Model.

Poor attendance.

Feelings of not being accepted.

Lack of participation in school activities.

Once a profile is developed, a subtle change in attitude toward dropouts may occur: pupils, by assuming the characteristics of a particular profile, become the cause of the unacceptable dropout rate. This assumption tends to negate any questions about existing school system components such as curriculum, school organization, and teacher attitude towards potential dropouts. The cause of a high percentage of dropouts possibly could be traced to curriculum scope and sequence or to professional attitude toward particular types of pupils. Programs that do not consider the school system as a possible cause well may place emphasis upon treating symptoms such as alienation, aggressiveness, withdrawal, and low achievement. Also, there is danger in assuming a profile of traits that describe the "typical" dropout. The evidence compiled to date is difficult to replicate. In fact, some studies indicate that our conventional wisdom about the typical dropout is inaccurate. Profiles lead to labels and if the labels are not accurate pupils can be damaged by honest efforts to help them. For example, one of the programs[33/] began by assuming that the typical dropout was an academically poor student, most often male, a discipline problem, coming from a broken home with parents who did not care about education and who received some form of public assistance. What was in fact learned from this study was that half of those who dropped out were male, half female; the grades of those dropouts in the random sample followed a normal curve; 77 percent lived in intact nuclear families with both natural parents present. Of the 22 percent whose families received some form of government income while in high school, only half now received public assistance. Sixty-nine percent of the pupils had never been suspended or expelled from school prior to dropping out. Only 7 percent of the parents supported the pupil's decision to leave school. Sixty-four percent of the pupils talked to no one at school about dropping out prior to doing so.

Another example of the need for planning based upon a comprehensive identification of cause/need is the apparent confusion in some programs over

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[33/] Hobbs, V. Contract Vocational Education: The Missouri Model. St. Louis, Missouri: Mid-Continent Regional Education Laboratory, 1983.

cause and effect. If a pupil feels out of touch with the mainstream of social life in a school, is that a cause or is it an effect that can contribute to a decision to leave school? A large number of programs describe a combination of effects that result in pupils' leaving school, but fail to identify the cause or causes. A result of treating only effect is a constant supply of prospective dropouts. Unfortunately, causes are more difficult to identify and often more difficult to resolve. However, this does not negate the need for a determined effort to explore the true causes/needs as a basis for program planning.

Another set of program components that are of sufficient importance to be emphasized regardless of constraints of time or resources are effectiveness measures and feedback system. Together these components constitute the self-correcting aspect of the program model. Appropriate collection and analysis of evaluation data not only can indicate whether or not the program accomplishes what it was intended to accomplish but also can help identify any aspects of the program that are not functioning as planned. The feedback mechanism then can be used to make program adjustments. Sequences of evaluation, adjustment, and reevaluation not only can improve a local program but also can provided the kinds of information needed by other school districts and communities in making program decisions.

Some of the considerations in selecting and implementing dropout reduction/remediation programs relate to such questions as how rural programs might differ from urban programs, how high-cost activities differ in effectiveness from low-cost activities, and what community prerequisites or obstacles might impact program implementation. The available literature provides no clear answers to such questions. However, following a program model such as the one outlined in the previous subsection should help in addressing such questions.

For example, cause/need in rural versus urban areas might be basically the same, while planning based upon identified cause/need could lead to quite different approaches, primary because of differences in available resources. There is little empirical or descriptive data that clearly document differences in dropout patterns between rural and urban areas although some data indicate the percentage of dropouts is greater in rural areas than in urban areas.[34/] Reasons cited include:

(1) Fewer community sanctions in rural areas regarding dropping out of school.

(2) Lower aspirations among rural pupils.

(3) Isolation of rural pupils.

A review of the literature, however, generally indicates that cause and need are quite similar between rural and urban areas but that appropriate program activities may differ as a function of available resources. For example, many rural districts simply cannot afford in-school vocational training or marshal the resources to support a work-study program. Other conditions that impact program emphasis include the problem of school attendance during crop harvest; busing distances that determine the extent and kind of after-school involvement and opportunties for counseling; isolation that can influence parental concern; a generally lower level of parent education that affects parental attitude toward education; and a generally lower socioeconomic level that has been identified as a powerful determinant of dropout.

Of note is that most of these differences between rural and urban settings have to do with resources rather than with cause/need. This points to a widespread need for additional information about effective, limited-resource dropout reduction/remediation activities. This need is discussed in greater detail in the next subsection.

A review of the literature reveals but little information on low cost versus high cost dropout reduction/remediation activities. Available information is reasonably-well summarized in one report[35/] as a "potpourri of low cost dropout prevention activities." The report lists 68 low-cost activities that may be summarized as follows.

- -- Utilize support of:
    - -- Former pupils who have graduated.
    - -- School board members.

[34/] For example, see the discussion and references in Subsection II.C.2.

[35/] Marshall University, West Virginia Research Coordinating Unit for Vocational Education. Brief Guidelines on Information and Strategy for Dropout Prevention in West Virginia. Huntington: Author, 1983.

- All school staff.
- School programs (e.g., journalism class for news releases).
- Local businesses/industries.
- Public relations people.
- Church groups.
- Libraries.
- Community volunteers.
- Retired persons.
- Parents/families.
- College students.
- Other schools/districts/states.

- Establish cooperative arrangements with:
  - Post-secondary schools.
  - Vocational/technical programs.
  - Local employment agencies/programs.
- Make use of:
  - Used books.
  - Materials originally obtained for other purposes.
  - Donated equipment/supplies/services.
  - Cash donations from local businesses/industries.
  - Local employers to stress need for education.
  - Dropout-prone pupils to assist with program activities.

C. Expressed Needs for Information Sharing

While the previous two subsections provide a model and limited guidelines for selecting and implementing a dropout reduction/remediation program, this only partially addresses the needs expressed by a number of state-level and school/school-district personnel contacted for program information during the conduct of this study. The major expressed needs were for information regarding:

- Program activities appropriate for implementation with minimal resources.
- Program activities that have been appropriately evaluated and found to be effective.

-- Program activities that do not take the pupil out of the mainstream of school activity.

-- Program activities or funding sources that require a minimum of "red tape," parental permissions, and reporting.

While most contacted personnel seemed to be reasonably familiar with the current literature, concern was expressed regarding the fragmented and incomplete research and reporting. Need was expressed for increased communications with researchers and practitioners in an attempt to pool resources and ideas in the hope that new options would evolve.

V. CONCLUSIONS AND RECOMMENDATIONS

A concern of the Appalachian Regional Commission (ARC) and the 13 Appalachian States has been the high school dropout rate in Appalachia. As part of an effort to address this concern, the Research Triangle Institute (RTI) conducted a study to determine:

- The nature and extent of the dropout problem in Appalachia.
- The nature and extent of programs to address the dropout problem in Appalachia.
- What exemplary program activities might be recommended and how replication might best be accomplished.

The following major conclusions may be drawn from the study to address these objectives. These conclusions lead to several recommendations for action that might be taken by ARC and the Appalachian states in their attempts to address the dropout problem in Appalachia. The major conclusions were:

a) Dramatic differences were noted in how dropout data are reported. These differences in the format for reporting dropouts and dropout rates prohibit any meaningful comparisons between the routinely released state and school district data. By varying the grade levels of dropouts reported (the numerator) and/or the pupil population at risk (the denominator), the reported rates for a given school district could vary more than ten-fold (e.g., 2 percent to 32 percent). Only one set of data (1980 Census data) were available for comparing the dropout rate in Appalachia with the dropout rate in the nation.

b) Dropout rates reported by most of the Appalachian States were based primarily on counts of dropouts provided by the individual school districts. These dropout counts may be underestimates of actual dropout due to the resource requirements for accurate identification and reporting of dropouts, and an incentive system that tends to reward underestimates. The dropout rate for Appalachia computed from state reported dropout counts (19.3 percent) is 24 percent less than an estimate based on 1980 Census data (25.3 percent).

c) The concern of ARC and the Appalachian states regarding the high dropout rate in the region is totally justified. 1980 Census data indicate that the dropout rate in Appalachia is about 5.5 percent higher than in the nation as a whole (25.3 percent for Appalachia as compared to 23.9 percent for the nation). The rate is particularly high in Southern and Central Appalachia. The rate in Northern Appalachia is 19.1 percent (20 percent less than the national average) while the rate in the Southern Region is 30.0 percent (25 percent higher than the national average) and the rate for the Central Region is 37.9 percent (59 percent higher than the national average).

d) Very little data were available regarding characteristics of dropouts in Appalachia. However, some observations were possible. The number of males who drop out exceeds the number of females (57 percent to 43 percent as opposed to an approximate 50.7 percent to 49.3 percent distribution of the public school population in the reporting states) and that nonminority group members exceed minority group members (92 percent to 8 percent as opposed to a 76 percent to 24 percent distribution of the public school population in the reporting states). The major reported reasons for dropping out were poor academic achievement and related reasons (59 percent), financial (14 percent), and marriage or pregnancy (9 percent). No significant differences were noted between urban dropouts and rural dropouts.

e) Approximately 25 percent of the Appalachian school districts reported having a program intended primarily to address the dropout problem. However, state and school districts noted that program efforts are limited by lack of resources and a lack of information as to the appropriate approaches to take in implementing dropout reduction/remediation activities. More specifically, need was expressed for information regarding program activities appropriate for implementation with minimal resources and program activities that have been appropriately evaluated and found to be effective.

f) A review of the literature revealed a lack of research data regarding the effectiveness of specific intervention activities. Most of the programs reported to be successful have not been subjected to a rigorous evaluation of program outcomes. In addition, most of these programs appeared not be based upon comprehensive data on the reasons why pupils drop out.

Based upon these conclusions, the following recommendations are made regarding actions that might be taken by ARC and the Appalachian states.

a) In view of the severe adverse economic and personal impact of high school dropout, the Commission and Appalachian States should continue to expand their efforts to address the dropout problem in the region.

b) The Commission and States should consider ways to improve the procedures for collecting dropout data (including reasons why pupils drop out) and for standardizing the reporting of such data.

c) The Commission and States should promote the availability of dropout reduction/remediation program information for State and local use.

d) Appropriate Federal, State, and local agencies and institutions and the educational research community should take note of the need for research and shared information regarding exemplary dropout reduction/remediation activities.

Appendix A

Dropout Data

This appendix includes three types of information/data. Part 1 is the definition of dropout and the school attendance requirements for each of the 13 Appalachian States. Part 2 is details of how dropout data were computed for each Appalachian State. Part 3 is the actual dropout data for each Appalachian County in the 13 states.

PART 1

APPALACHIAN STATE DROPOUT DEFINITIONS AND ATTENDANCE REQUIREMENTS

Alabama

Local school administrators make dropout definition determinations.

Attendance requirement is: All children between the ages 6 and 16 must attend school. On his/her 16th birthday, a student may drop out.

Georgia

A dropout is any pupil who withdraws from school for any reason except death before graduation or completion of a program of studies and without transferring to another educational program.

Attendance requirement is: Every child between 7 and 16 must be enrolled in school.

Kentucky

Dropouts include four categories of withdrawals. Withdrawals are "for the current year, all pupils who permanently severed their connections with classes, grades, and/or schools."

W6 = A pupil who became 16 and dropped out.
W7 = A pupil excused from school because of mental or physical disability.
W10 = A pupil discharged.
W11 = A pupil excused from school because of marriage.

Attendance requirement is: Every child between the ages of 6 and 16 must be enrolled in school.

Maryland

Dropouts are defined as withdrawals. The withdrawal categories include death, illness, employment, marriage, military service, incompatibility with school, court action, economic, undetermined, and three special cases that require superintendents' approval: expulsion, immaturity, and other.

Attendance requirement is: Every child between the ages of 6 and 16 must attend school.

Ohio

Dropouts are pupils who were enrolled in a school district but did not return to school at the beginning of the school year or did not complete the school year in question because of withdrawal to other than an educational program for which the State Board of Education prescribes minimum standards. Dropouts include pupils withdrawn for the following reasons: work permit, over 18 years of age, armed services, runaway, cannot be located by school district, marriage or pregnancy and not enrolled in an educational program for which the State Board of Education prescribes minimum standards, institutional placement without a program for which the State Board of Education prescribes standards, adult education without verified enrollment, and expulsion if not required to re-enroll because of being at least 18 years of age. Specifically excluded from the dropout enumeration are pupils withdrawn for the following reasons: death, illness, approved home instruction, transfer to another school district or educational program for which the State Board of Education prescribes minimum standards, institutional placement with a program for which the State Board of Education prescribes standards, and adult education in which enrollment is verified.

Attendance requirement is: All children between 6 and 18 years of age must be enrolled in school.

Pennsylvania

Dropouts are secondary students who withdrew from school for the following reasons:

W6 = Quit school after passing required attendance age.
W7 = Issued a General Employment Certificate.
W8 = Issued a Farm or Domestic Service Exemption Permit.
W12 = Commited to correctional institution.
W13 = Drafted or enlisted in the armed service.

Attendance requirement is: All children between the ages of 8 and 16 must be enrolled in school. However, if a child enters prior to his eighth birthday, his entering age becomes his compulsory attendance age instead of 8. Age 16 means that a pupil may legally drop out on his 17th birthday.

Mississippi

Dropouts include 20 categories of withdrawals. Withdrawals are, for each school year, those pupils who have permanently severed their connection with classes, grades, and schools.

Dropouts are:

01 = Physical Illness
02 = Physical or Sensory Disability
03 = Emotional Disturbance
04 = Mental Retardation
05 = Behavioral Difficulty
06 = Academic Difficulty
07 = Lack of Appropriate Curriculum
08 = Poor Pupil-Staff Relationships
09 = Poor Relations with Fellow Pupils
10 = Dislike of School Experiences
11 = Parental Influence
12 = Need at Home
13 = Economic Reasons
14 = Employment
15 = Marriage
16 = Pregnancy
17 = Religion
18 = Other Known Reason
19 = Reason Unknown
20 = New Residence, School Status Unknown

Attendance requirement is: Every child between the ages of 6 and 13 must attend school.

New York

A dropout is defined as any pupil who left school prior to graduation for any reason except death and, to the best of your knowledge, did not enter another school.

Attendance requirement is: Every child between 6 and 16 must be enrolled in school, except for the cities of New York and Buffalo, where it is 6 and 17.

North Carolina

By definition, a student who leaves a school for any reason except death, before graduation or completion of a program of studies, and without transferring to another school, is a dropout.

Attendance requirement is: Every child between 6 and 16 must be enrolled in school.

South Carolina

A dropout is a pupil who leaves school for any reason except death, before graduation or completion of a program of studies and without transferring to another school.

Attendance requirement is: Every child between the ages of 5 and 16 must attend school, K-12. A child who is 5 years old must be in kindergarten unless his parents sign a waiver. The compulsory age for first grade is 7. The Attorney General has interpreted age 16 to be the 17th birthday.

Tennessee

Withdrawals are defined as follows: A pupil is present or absent from the date of admission until he/she permanently leaves school for one of the reasons listed below. (Absences of any number of days should be counted as absences and not as withdrawals until the pupil permanently leaves school.)

W1 = Pupil promoted or transferred to another room or grade in the same school.
W2 = Pupil promoted or transferred to a public school in the same administrative unit.
W3 = Pupil promoted or transferred to a non-public school in the same administrative unit.
W4 = Pupil moved out of administrative unit.
W5 = Pupil quit school after passing compulsory attendance age.
W6 = Pupil issued work permit.
W7 = Pupil graduated from twelfth grade.
W8 = Pupil withdrawn because of death.
W9 = Pupil withdrawn because of doctor's certificate.
W10 = Pupil expelled by board of education.
W11 = Pupil excused by a count of competent jurisdiction or by a board of education from complying with the provisions of the compulsory attendance law.
W12 = Pupil withdrawn whose age is less than compulsory school age.

Attendance requirement is: Every child between the ages of 7 and 16, both inclusive, must attend school.

Virginia

A dropout is a pupil withdrawn from school for reasons other than promotion, transfer, death, or graduation, and not entering another school. At the end of the school year, a withdrawn pupil coded W9 who has not returned to school also is counted as a dropout. W9 is defined as pupils withdrawn after being absent 15 consecutive days who are expected to re-enter school.

Attendance requirement is: Every child between the ages of 5 and 17 must be in school. For 5 year olds, a parent may withhold a child from attending kindergarten if they feel it is not in the best interest of the child.

West Virginia

A dropout is a student who leaves a school, for any reason except death, before graduation or completion of the educational program and without transferring to another school.

The term dropout is used most often to designate an early, middle or adolescent student who has been in membership during the regular school term and who withdraws from membership before graduating from school (grade 12) or before completing the equivalent programs of studies. Such an individual is considered a dropout whether dropping out occurs during or between regular school terms, whether dropping out occurs before or after he/she passed the compulsory school attendance age, and, when applicable, whether or not he/she has completed a minimum required amount of school work.

NOTE: If a student enters a residential institution where he/she takes part in a regular school program, he/she is considered a transfer rather than a dropout.

A student who enlists into the military is considered a dropout.

A student who completes an "equivalent program of studies"--e.g., a special education student completing the appropriate program at age 18--is considered as a "completer" and not a dropout; for the purposes of this study, this person is counted with the graduates.*

Attendence requirement is: Every child between 6 and 16 must attend school. Age 16 is interpreted to mean the 17th birthday.

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* NOTE: This is the complete NCES definition of dropout.

PART 2

HOW DROPOUT DATA WERE COMPUTED

In computing the dropout data reported in Part 3 of this appendix, the following two procedures were followed for all 13 Appalachian States. This is followed by a description of the procedures unique to each state.

1) Data were aggregated at the county level. When two or more school districts were located within a county, the reported number of enrolled pupils and dropouts each were summed to provide county totals prior to any additional calculations.
2) When special education and ungraded classes were reported separately in enrollment or dropout data, these pupils were distributed among Grades 7-12 in proportion to grade enrollment or number of reported dropouts.

Alabama

1. 1983-84 Grades 7-12 Enrollment (including dropouts)

Alabama provided "Ninth Month Enrollment by Grade-All Students." Since this included special education and ungraded pupils, no calculations were necessary to apportion these. Since the enrollment was for the ninth month and did not include dropouts, the Reported 1983-84 Grades 7-12 Dropouts were added as follows:

$$\text{1983-84 Grades 7-12 Enrollment (including dropouts)} = \text{1983-84 Grades 7-12 Ninth Month Enrollment} + \text{Reported 1983-84 Grades 7-12 Dropouts}$$

2. Reported 1983-84 Grades 7-12 Dropouts were provided by Alabama. Because these included special education and ungraded pupils, no calculations were necessary to apportion these.

3. Dropouts as a Percentage of Grades 7-12 Enrollment was computed as follow:

$$\text{Dropouts as a Percentage of Grades 7-12 Enrollment} = \frac{\text{Reported 1983-84 Grades 7-12 Dropouts}}{\text{1983-84 Grades 7-12 Enrollment (including dropouts)}}$$

4. 1983-84 Grade 7 Enrollment was calculated by adding the reported 1983-84 Grade 7 dropouts to the reported "Ninth Month Enrollment" for Grade 7.

$$\begin{array}{lclcl} \text{1983-84} & & \text{1983-84} & & \text{1983-84} \\ \text{Grade 7} & = & \text{Grade 7} & + & \text{Grade 7} \\ \text{Enrollment} & & \text{Enrollment} & & \text{Dropouts} \end{array}$$

Alabama provided the total number of dropouts for Grades 7-9. The proportion of these who were in Grade 7 was estimated from the proportion of Georgia's Grades 7-9 dropouts who were in Grade 7.

$$\begin{array}{l} \text{Estimated} \\ \text{1983-84} \\ \text{Grade 7} \\ \text{Dropouts} \end{array} = \frac{\text{Georgia's Grade 7 Dropouts}}{\text{Georgia's Grade 7-9 Dropouts}} \times \text{Alabama's Grade 7-9 Dropouts}$$

5. Dropouts as a Percentage of 1983-84 Grade 7 Enrollment was computed as follows:

$$\begin{array}{l} \text{Dropouts as a} \\ \text{Percentage of} \\ \text{1983-84} \\ \text{Grade 7} \\ \text{Enrollment} \end{array} = \frac{\text{Reported 1983-84 Grade 7-12 Dropouts}}{\text{Estimated 1983-84 Grade 7 Enrollment}}$$

6. Leavers Grade 7, 1978-79; Grade 12, 1983-84 was computed by subtracting the 1983-84 Grade 12 end-of-year enrollment from the estimated 1978-79 Grade 7 beginning-of-year enrollment.

Grade 12, 1983-84 enrollment was provided by the state as an end-of-year enrollment (Ninth Month Enrollment).

7. Estimated Grade 7, 1978-79 Enrollment was computed for each county from the Grade 7, 1983-84 enrollment using the following:

$$\begin{array}{l} \text{Estimated Grade 7} \\ \text{1978-79 Enrollment} \end{array} = \begin{array}{l} \text{1983-84 Grade 7} \\ \text{Enrollment} \end{array} \times \frac{\begin{array}{l} \text{Grade 7, 1978-79 State Total} \\ \text{Enrollment (including dropouts)} \end{array}}{\begin{array}{l} \text{Grade 7, 1983-84 State Total} \\ \text{Enrollment (including dropouts)} \end{array}}$$

The actual Grade 7, 1978-79 State Total Enrollment was provided by the State as "original entries." This enrollment was reduced by five percent since information obtained from the state indicated that Ninth Month Enrollment is usually four to five percent smaller than original entries enrollment.

8. Leavers as a Percentage of 1978-79 Grade 7 Enrollment was computed using the following:

$$\text{Leavers as a Percentage of 1978-79 Grade 7 Enrollment} = \frac{\text{Leavers Grade 7, 1978-79; Grade 12, 1983-84}}{\text{Estimated 1978-79 Grade 7 Enrollment}}$$

Georgia

1. 1983-84 Grades 7-12 Enrollment (including dropouts).

Georgia provided "Enrollment for School Month 01, 1983-84." Exceptional (EXC) pupils were reported separately for Grades 4-7 and Grades 8-12. A portion of the exceptional pupils were added to the Grade 7 enrollment as follows:

$$\text{1983-84 Grade 7 Enrollment (including the Grade 7 portion of EXC pupils)} = \frac{\text{1983-84 Total Grades 4-7 Enrollment plus Total Grades 4-7 EXC}}{\text{1983-84 Total Grades 4-7 Enrollment}} \times \text{1983-84 Grade 7 Enrollment}$$

The exceptional pupils for Grades 8-12 were added to the Grades 8-12 Enrollment. To this sum was added the 1983-84 Grade 7 Enrollment (including the Grade 7 portion of the exceptional students, as follows:

$$\text{1983-84 Grades 7-12 Enrollment (including dropouts)} = \text{1983-84 Grades 8-12 Enrollment (including the Grades 8-12 EXC)} + \text{1983-84 Grade 7 Enrollment (including the Grade 7 portion of the EXC)}$$

2. Reported 1983-84 Grades 7-12 Dropouts

A portion of the special education dropouts reported for Grades K-12 were added to the Reported 1983-84 Grades 7-12 Dropouts as follows:

$$\text{Reported 1983-84 Grades 7-12 Dropouts} = \frac{\text{1983-84 Total Grades K-12 Dropouts plus Total K-12 Special Education Dropouts}}{\text{1983-84 Total Grades K-12 Dropouts}} \times \text{1983-84 Total Grades 7-12 Dropouts}$$

3. Dropouts as a Percentage of Grades 7-12 Enrollment was computed as follows:

$$\text{Dropouts as a Percentage of Grades 7-12 Enrollment} = \frac{\text{Reported 1983-84 Grades 7-12 Dropouts}}{\text{1983-84 Grades 7-12 Enrollment (including Dropouts)}}$$

4. 1983-84 Grade 7 Enrollment was calculated by adding the portion of the exceptional pupils reported for Grades 4-7 to the Grade 7 Enrollment.

$$\text{1983-84 Grade 7 Enrollment (including the Grade 7 portion of EXC pupils} = \frac{\text{1983-84 Total Grades 4-7 Enrollment plus total Grades 4-7 EXC}}{\text{1983-84 Total Grades 4-7 Enrollment}} \times \text{1983-84 Grade 7 Enrollment}$$

5. Dropouts as a Percentage of 1983-84 Grade 7 Enrollment was computed as follows:

$$\text{Dropouts as a Percentage of 1983-84 Grade 7 Enrollment} = \frac{\text{Reported 1983-84 Grade 7-12 Dropouts}}{\text{1983-84 Grades 7 Enrollment (including Dropouts)}}$$

6. Leavers Grade 7, 1978-79; Grade 12, 1983-84 was computed by subtracting the 1983-84 Grade 12 end-of-year enrollment from the estimated 1978-79 Grade 7 beginning-of-year enrollment.

Grade 12, 1983-84 Enrollment was calculated by first adding a portion of the Grades 8-12 exceptional pupils as follows:

$$\text{1983-84 Grade 12 Enrollment (including the Grade 12 portion of EXC pupils)} = \frac{\text{1983-84 Total Grades 8-12 Enrollment plus Total Grades 8-12 EXC}}{\text{1983-84 Total Grades 8-12 Enrollment}} \times \text{1983-84 Grade 12 Enrollment}$$

Next, the Grade 12 Dropouts were calculated by adding a portion of the Grades K-12 exceptional pupils as follows:

$$\text{1983-84 Grade 12 Dropouts} = \frac{\text{1983-84 Total K-12 Dropouts including Total K-12 EXC Dropouts}}{\text{1983-84 Total K-12 Dropouts}} \times \text{1983-84 Grade 12 Dropouts}$$

Then, the 1983-84 Grade 12 end-of-year enrollment was calculated by subtracting the Grade 12 Dropouts as follows:

$$\text{Grade 12, 1983-84 Enrollment} = \text{1983-84 Grade 12 Enrollment (including the Grade 12 portion of EXC)} - \text{1983-84 Grade 12 Dropouts}$$

7. Estimated Grade 7, 1978-79 Enrollment was computed for each county from the Grade 7, 1983-84 Enrollment using the following:

$$\text{Estimated Grade 7 1978-79 Enrollment} = \text{1983-84 Grade 7 Enrollment} \times \frac{\text{Grade 7, 1978-79 State Total Enrollment (including Dropouts)}}{\text{Grade 7, 1983-84 State Total Enrollment (including Dropouts)}}$$

The actual Grade 7, 1978-79 State Total Enrollment was provided by the state.

8. Leavers as a Percentage of 1978-79 Grade 7 Enrollment was computed using the following:

$$\text{Leavers as a Percentage of 1978-79 Grade 7 Enrollment} = \frac{\text{Leavers Grade 7, 1978-79; Grade 12, 1983-84}}{\text{Estimated 1978-79 Grade 7 Enrollment}}$$

Kentucky

1. 1983-84 Grades 7-12 Enrollment (Including Dropouts)

Since Kentucky provided the total end-of-the-year membership, which equals original entries plus reentries minus losses, no computations were necessary.

2. Reported 1983-84 Grades 7-12 Dropouts

Since Kentucky provided the total number of Grades 7-12 dropouts, no computations were necessary.

3. Dropouts as a Percentage of Grades 7-12 Enrollment was computed as follows:

$$\text{Dropouts as a percentage of Grades 7-12 enrollment} = \frac{\text{Reported 1983-84 Grades 7-12 dropouts}}{\text{1983-84 Grades 7-12 enrollment (including dropouts)}}$$

4. 1983-84 Grade 7 Enrollment

Reported enrollment for each grade was original entries. To make these data comparable to the total membership enrollment reported by Kentucky for Grades 7-12, the following computation was used:

$$\begin{array}{l}\text{1983-84}\\\text{Grade 7}\\\text{Enrollment}\end{array} = \frac{\text{1983-84 Grade 7 Original Entries}}{\text{Total Grades 7-12 Original Entries}} \times \begin{array}{l}\text{Total 1983-84 Grades 7-12}\\\text{Membership (including}\\\text{Dropouts)}\end{array}$$

5. Dropouts as a Percentage of 1983-84 Grade 7 Enrollment was computed as follows:

$$\begin{array}{l}\text{Dropouts as a}\\\text{Percentage of}\\\text{1983-84 Grade 7}\\\text{Enrollment}\end{array} = \frac{\text{Reported 1983-84 Grade 7-12 Dropouts}}{\begin{array}{l}\text{1983-84 Grade 7 Enrollment}\\\text{(including Dropouts)}\end{array}}$$

6. Leavers Grade 7, 1978-79, Grade 12, 1983-84 was computed by subtracting the 1983-84 Grade 12 end-of-year enrollment from the estimated 1978-79 Grade 12 beginning-of-year enrollment.

Grade 12, 1983-84 enrollment was provided by Kentucky as original entries. To make these data comparable to the total membership enrollment for grades 7-12 and to simultaneously subtract the Grade 12 Dropouts, the following computation was used.

$$\begin{array}{l}\text{Grade 12}\\\text{1983-84}\\\text{Enrollment}\end{array} = \frac{\text{Grade 12, 1983-84 original entries}}{\text{Total Grades 7-12 original entries}} \times \begin{array}{l}\text{Total 1983-84 Grades}\\\text{7-12 Membership}\\\text{(excluding Dropouts)}\end{array}$$

7. Estimated Grade 7, 1978-79 Enrollment was computed for each county from the Grade 7, 1983-84 enrollment using the following:

$$\begin{array}{l}\text{Estimated}\\\text{Grade 7}\\\text{Enrollment}\end{array} = \begin{array}{l}\text{1983-84}\\\text{Grade 7}\\\text{Enrollment}\end{array} \times \frac{\begin{array}{l}\text{Grade 7, 1978-79 State Total}\\\text{Enrollment (inlcuding dropouts)}\end{array}}{\begin{array}{l}\text{Grade 7, 1983-84, State Total}\\\text{Enrollment (including Dropouts)}\end{array}}$$

The actual Grade 7, 1978-79 state total enrollment was provided by the state.

8. Leavers as Percentage of 1978-79 Grade 7 enrollment was computed as follows:

$$\begin{array}{l}\text{Leavers as a}\\ \text{Percentage of}\\ \text{Grade 7}\\ \text{Enrollment}\end{array} = \frac{\text{Leavers Grade 7, 1978-79; Grade 12, 1983-84}}{\text{Estimated 1978-79 Grade 7 Enrollment}}$$

Maryland

1. 1983-84 Grades 7-12 Enrollment (including dropouts) provided by Maryland was a beginning-of-the-year figure: Enrollment as of September 30, including the "Ungraded Special" pupils.

2. Reported 1983-84 Grades 7-12 Dropouts were provided by Maryland as a total including a category for pupils lost through death. A total, excluding death, also was provided and was used for this report.

3. Dropouts as a Percent of Grades 7-12 Enrollment was computed as follows:

$$\begin{array}{l}\text{Dropouts as a}\\ \text{Percentage of}\\ \text{Grades 7-12}\\ \text{Enrollment}\end{array} = \frac{\text{Reported 1983-84 Grades 7-12 Dropouts}}{\begin{array}{l}\text{1983-84 Grades 7-12 Enrollment}\\ \text{(including Dropouts)}\end{array}}$$

4. 1983-84 Grade 7 Enrollment was calculated as:

$$\begin{array}{l}\text{1983-84 Grade 7}\\ \text{Enrollment (including}\\ \text{the Grade 7 portion of}\\ \text{Ungraded Special pupils)}\end{array} = \frac{\begin{array}{l}\text{1983-84 Total Grades 7-12}\\ \text{Enrollment including Total 7-12}\\ \text{Ungraded Special Pupils}\end{array}}{\begin{array}{l}\text{1983-84 Total Grades 7-12}\\ \text{Enrollment minus Grades 7-12}\\ \text{Ungraded Special Pupils}\end{array}} \times \begin{array}{l}\text{1983-84 Grade 7}\\ \text{Enrollment}\end{array}$$

5. Dropouts as a Percentage of 1983-84 Grade 7 Enrollment was computed as follows:

$$\begin{array}{l}\text{Dropouts as a Percentage of}\\ \text{1983-84 Grade 7 Enrollment}\end{array} = \frac{\text{Reported 1983-84 Grade 7-12 Dropouts}}{\begin{array}{l}\text{1983-84 Grade 7 Enrollment}\\ \text{(including Dropouts)}\end{array}}$$

6. Leavers Grade 7, 1978-79; Grade 12, 1983-84 was computed by subtracting the 1983-84 Grade 12 end-of-year enrollment from the estimated 1978-79 Grade 7 beginning-of-year enrollment.

Grade 12, 1983-84 enrollment was calculated as follows:

$$\text{Grade 12, 1983-84 Enrollment} = \text{1983-84 Grade 12 Enrollment (including Grade 12 portion of Ungraded Special Pupils} - \text{1983-84 Grade 12 Dropouts}$$

A portion of the Grades 7-12 Ungraded Special pupils was added to Grade 12 as follows:

$$\text{1983-84 Grade 12 Enrollment (including the Grade 12 portion of Ungraded Special Pupils)} = \frac{\text{1983-84 Total Grades 7-12 Enrollment including Total Grades 7-12 Ungraded Special Pupils}}{\text{1983-84 Total Grades 7-12 Enrollment minus Total Grades 7-12 Ungraded Special Pupils}} \times \text{1983-84 Grade 12 Enrollment}$$

An estimation of the number of Grade 12 dropouts was calculated based on Ohio's ratio of Grade 12 Dropouts to Ohio's Grades 7-12 Dropouts as follows:

$$\text{Estimated Grade 12 Dropouts} = \frac{\text{Ohio's Total Grade 12 Dropouts (State-wide)}}{\text{Ohio's Total Grades 7-12 Dropouts (State-wide)}} = \text{Maryland's Reported Grades 7-12 Dropouts for each County}$$

7. Estimated Grade 7, 1978-79 Enrollment was computed for each county from the Grade 7, 1983-84 enrollment using the following:

$$\text{Estimated Grade 7 1978-79 Enrollment} = \frac{\text{Grade 7, 1978-79 State Total Enrollment (including dropouts)}}{\text{Grade 7, 1983-84 State Total Enrollment (including dropouts)}} \times \text{1983-84 Grade 7 Enrollment}$$

The actual Grade 7, 1978-79 State Total Enrollment was provided by the state.

8. Leavers as a Percentage of 1978-79 Grade 7 enrollment was computed using the following:

$$\text{Leavers as a Percentage of 1978-79 Grade 7 Enrollment} = \frac{\text{Leavers Grade 7, 1978-79; Grade 12, 1983-84}}{\text{Estimated 1978-79 Grade 7 Enrollment}}$$

Mississippi

1. 1983-84 Grades 7-12 Enrollment (including dropouts). Mississippi provided 1984-85 "End of First Month" Enrollment. Since 1983-84 data were not available, 1984-85 data were substituted. The data were reported for each school by grade for Elementary Grades 1-8 and for Secondary Grades 7-12. Elementary Ungraded (EUG), Elementary Special Education (ESE), Secondary Ungraded (SUG), and Secondary Special Education (SSE) were reported separately for each school. The 1983-84 Grades 7-12 Enrollment was calculated for each school as follows:

$$\text{1983-84 Grades 7-12 Enrollment (including dropouts)} = \text{1984-85 Elementary Grades 7-8 Enrollment (including Grades 7-8 portion of EUG and ESE)} + \text{1984-85 Secondary Grades 7-12 Enrollment (including SUG and SSE)}$$

The 1984-85 Grades 7-12 Enrollment (including Dropouts) for all schools within a county were summed to provide a county total.

The 1983-84 Elementary Grades 7-8 Enrollment was calculated as follows:

$$\text{1983-84 Elementary Grades 7-8 Enrollment (including Grades 7-8 portions of EUG and ESE)} = \frac{\text{1984-85 Enrollment summed over all Elementary Grade Levels within the school plus total EUG and ESE}}{\text{1984-85 Enrollment summed over all Elementary Grade Levels within the school}} \times \text{1984-85 Grade 7-8 Enrollment}$$

The 1983-84 Secondary Grades 7-12 Enrollment was calculated as follow:

$$\text{1983-84 Secondary Grades 7-12 Enrollment (including SUG and SSE)} = \text{1984-85 SUG and SSE} + \text{1984-85 Secondary Grades 7-12 Enrollment}$$

2. Reported 1983-84 Grades 7-12 Dropouts was calculated by first summing the reported 1983-84 dropouts for Grades 7-12 and then adding the 1983-84 SSE and SUG dropouts.

$$\text{Reported 1983-84 Grades 7-12 Dropouts} = \text{Sum of Dropouts for Grades 7-12} + \text{SSE Dropouts} + \text{SUG Dropouts}$$

3. Dropouts as a Percentage of Grades 7-12 Enrollment was computed as follows:

$$\text{Dropouts as a Percentage of Grades 7-12 Enrollment} = \frac{\text{Reported 1983-84 Grades 7-12 Dropouts}}{\text{1984-85 Grades 7-12 Enrollment (including Dropouts)}}$$

4. 1983-84 Grade 7 Enrollment: 1984-85 Grade 7 Enrollment figures provided by Mississippi were substituted for 1983-84 data. 1983-84 Grade 7 Enrollment was calculated for each school as:

$$\text{1983-84 Grade 7 Enrollment} = \text{1984-85 Elementary Grade 7 Enrollment (including Grade 7 portion of EUG and ESE)} + \text{1984-85 Secondary Grade 7 Enrollment (including Grade 7 portion of SUG AND SSE)}$$

The 1984-85 Grade Enrollment for all schools within a county were summed to provide a county total.

The 1984-85 Elementary Grade 7 Enrollment was substituted for the 1983-84 Elementary Grade 7 Enrollment, which was calculated as follows:

$$\text{1983-84 Elementary Grade 7 Enrollment (including Grade 7 portion of EUG and ESE)} = \frac{\text{1984-85 Enrollment summed over all Elementary Grade Levels within the school plus Total EUG and ESE}}{\text{1984-85 Enrollment summed over all Elementary Grade Levels within the school}} \times \text{1984-85 Elementary Grade 7 Enrollment}$$

The 1984-85 Secondary Grade 7 Enrollment was substituted for the 1983-84 Secondary Grade 7 Enrollment, which was calculated as follows:

$$\begin{array}{l}\text{1983-84 Secondary}\\ \text{Grade 7 Enrollment}\\ \text{(including Grade 7}\\ \text{portion of EUG and ESE)}\end{array} = \frac{\begin{array}{l}\text{1984-85 Enrollment}\\ \text{summed over all}\\ \text{Secondary Grade}\\ \text{Levels within the}\\ \text{school plus Total}\\ \text{SUG and SES}\end{array}}{\begin{array}{l}\text{1984-85 Enrollment}\\ \text{summed over all}\\ \text{Secondary Grade}\\ \text{Levels within the}\\ \text{school}\end{array}} \times \begin{array}{l}\text{1984-85 Secondary}\\ \text{Grade 7 Enrollment}\end{array}$$

5. Dropouts as a Percentage of 1983-84 Grade 7 Enrollment was computed as follows:

$$\begin{array}{l}\text{Dropouts as a}\\ \text{Percentage of}\\ \text{1983-84 Grade 7}\\ \text{Enrollment}\end{array} = \frac{\text{Reported 1983-84 Grade 7-12 Dropouts}}{\begin{array}{l}\text{1984-85 Grade 7 Enrollment}\\ \text{(including Dropouts)}\end{array}}$$

6. Leavers Grade 7, 1978-79; Grade 12, 1983-84 was computed by subtracting the available 1984-85 Grade 12 end-of-year enrollment, which was substituted for the 1983-84 data, from the estimated 1978-79 Grade 7 beginning-of-year enrollment.

Because the Grade 12 enrollment provided by Mississippi was a beginning-of-year figure, Grade 12 dropouts were subtracted to produce an end-of-year enrollment estimate. This was accomplished by subtracting the county total Grade 12 dropouts from the county total Grade 12 enrollment.

$$\begin{array}{l}\text{Grade 12, 1983-84}\\ \text{Enrollment}\end{array} = \begin{array}{l}\text{Grade 12, 1984-85 Enrollment}\\ \text{(including Grade 12 portion}\\ \text{of SUG and SSE)}\end{array} - \begin{array}{l}\text{1983-84 Grade 12}\\ \text{Dropouts}\end{array}$$

The Grade 12, 1984-85 Enrollment (including the Grade 12 portion of SUG and SSE) was calculated for each school as follows:

$$\begin{array}{l}\text{Grade 12, 1983-84}\\ \text{Enrollment (including}\\ \text{Grade 12 portion of}\\ \text{SUG and SSE)}\end{array} = \frac{\begin{array}{l}\text{1984-85 Enrollment}\\ \text{summed over all}\\ \text{Secondary Grade Levels}\\ \text{within the school}\\ \text{plus Total SUG and SSE}\end{array}}{\begin{array}{l}\text{1984-85 Enrollment}\\ \text{summed over all}\\ \text{Secondary Grade Levels}\\ \text{with the school}\end{array}} \times \begin{array}{l}\text{Grade 12, 1984-85}\\ \text{Enrollment}\end{array}$$

The Grade 12, 1984-85 Enrollment (including Grade 12 portion of SUG and SSE for all schools within a county were summed to provide a county total.

The Grade 12 Dropouts were calculated as follows:

$$\text{1983-84 Grade 12 Dropouts (including the Grade 12 portion of SUG and SSE} = \frac{\text{1983-84 Dropouts summed over all Secondary Grade Levels within the school plus Total SUG and SSE}}{\text{1983-84 Dropouts summed over all Secondary Grade Levels within the school}} \times \text{1983-84 Grade 12 Dropouts}$$

The 1983-84 Grade 12 Dropouts for all schools within a county were summed to provide a county total.

7. Estimated Grade 7, 1978-79 Enrollment was computed for each county from the available Grade 7, 1984-85 enrollment, which was substituted for the 1983-84 data, using the following:

$$\text{Estimated Grade 7 1978-79 Enrollment} = \text{1984-85 Grade 7 Enrollment} \times \frac{\text{Grade 7, 1978-79 State Total Enrollment (including Dropouts)}}{\text{Grade 7, 1984-85 State Total Enrollment (including Dropouts)}}$$

The actual Grade 7, 1978-79 State Total Enrollment was provided by the State.

8. Leavers as a Percentage of 1978-79 Grade 7 Enrollment was computed as:

$$\text{Leavers as a Percentage of 1978-79 Grade 7 Enrollment} = \frac{\text{Leavers Grade 7, 1978-79; Grade 12, 1984-85}}{\text{Estimated 1978-79 Grade 7 Enrollment}}$$

New York

1. 1983-84 Grade 7-12 Enrollment (including dropouts).

New York provided "Enrollment by Grade for Fall" and the number of ungraded secondary handicapped (USH) pupils. These were used to compute Grades 7-12 Enrollment as follows:

$$\text{1983-84 Grades 7-12 Enrollment (including Dropouts)} = \text{Sum of Grades 7-12 Enrollment} + \text{Ungraded Secondary Handicapped}$$

2. Reported 1983-84 Grades 7-12 Dropouts.

New York reported the sum of dropouts for Grades 9-12. The number of New York Grades 7-8 Dropouts were estimated and added to the reported Grades 9-12 Dropouts with comparable data from Ohio as follows:

$$\text{Estimated New York Grades 7-12 Dropouts} = \frac{\text{Ohio's Grades 7-12 Dropouts}}{\text{Ohio's Grades 9-12 Dropouts}} \times \text{New York's Grades 9-12 Dropouts}$$

3. Dropouts as a Percentage of Grades 7-12 Enrollment was computed as follows:

$$\text{Dropouts as a Percentage of Grades 7-12 Enrollment} = \frac{\text{Reported 1983-84 Grades 7-12 Dropouts}}{\text{1983-84 Grades 7-12 Enrollment (Including Dropouts)}}$$

4. 1983-84 Grade 7 Enrollment was calculated as:

$$\text{1983-84 Grade 7 Enrollment (including Grade 7 portion of USH)} = \frac{\text{Total Grades 7-12 Enrollment plus USH}}{\text{Total Grades 7-12 Enrollment}} \times \text{1983-84 Grade 7 Enrollment}$$

5. Dropouts as a Percentage of 1983-84 Grade 7 Enrollment was computed as follows:

$$\text{Dropouts as a Percentage of 1983-84 Grade 7 Enrollment} = \frac{\text{Reported 1983-84 Grade 7-12 Dropouts}}{\text{1983-84 Grade 7 Enrollment (including Dropouts)}}$$

6. Leavers Grade 7, 1978-79; Grade 12, 1983-84 was computed by subtracting the 1983-84 Grade 12 end-of-year enrollment from the estimated 1978-79 Grade 7 beginning-of-year enrollment. Because the Grade 12 enrollment provided by New York was a beginning-of-year figure, Grade 12 dropouts were subtracted to produce an end-of-year enrollment estimate.

$$\text{Grade 12, 1983-84 Enrollment} = \text{Grade 12, 1983-84 Enrollment (including Grade 12 portion of USH)} - \text{1983-84 Grade 12 Dropouts}$$

The Grade 12, 1983-84 Enrollment (including Grade 12 portion of USH) was calculated as follows:

$$\text{Grade 12, 1983-84 Enrollment (including Grade 12 portion of USH)} = \frac{\text{Total Grades 7-12 Enrollment plus USH}}{\text{Total Grades 7-12 Enrollment}} \times \text{1983-84 Grade 12 Enrollment}$$

Since New York provided a sum of Grades 9-12 dropouts, the Grade 12 dropouts were estimated with comparable data from Ohio as follows:

$$\text{Grade 12, 1983-84 Dropouts} = \text{New York Reported Grades 9-12 Dropouts} \times \frac{\text{Ohio's Grade 12 Dropouts}}{\text{Ohio's Grade 9-12 Dropouts}}$$

7. Estimated Grade 7, 1978-79 Enrollment was computed for each county from the Grade 7, 1983-84 enrollment using the following:

$$\text{Estimated Grade 7 1978-79 Enrollment} = \text{1983-84 Grade 7 Enrollment} \times \frac{\text{Grade 7, 1978-79 State Total Enrollment (including Dropouts)}}{\text{Grade 7, 1983-84 State Total Enrollment (including Dropouts)}}$$

The actual Grade 7, 1983-84 State Total Enrollment was provided by the state.

8. Leavers as a Percentage of 1978-79 Grade 7 enrollment was computed as:

$$\text{Leavers as a Percentage of 1978-79 Grade 7 Enrollment} = \frac{\text{Leavers Grade 7, 1978-79; Grade 12, 1983-84}}{\text{Estimated 1978-79 Grade 7 Enrollment}}$$

North Carolina

1. 1983-84 Grades 7-12 Enrollment (including dropouts) available from North Carolina were 1983-84 First Month Average Daily Membership (ADM), which is the sum of the number of days in membership for all students divided by the number of school days in the period of time involved. A portion of the trainable mentally handicapped (TMH) and of the exceptional pupils (EXCP) were added to the Grades 7-12 enrollment as follows:

$$\begin{array}{l}\text{1983-84 Grades}\\ \text{7-12 Enrollment}\\ \text{(including Grades}\\ \text{7-12 portion of}\\ \text{TMH and EXCP}\\ \text{pupils)}\end{array} = \frac{\begin{array}{l}\text{1983-84 Total K-12 Enrollment}\\ \text{including Total K-12 TMH and}\\ \text{Total K-12 EXCP}\end{array}}{\begin{array}{l}\text{1983-84 Total K-12 Enrollment}\\ \text{excluding Total K-12 TMH and}\\ \text{Total K-12 EXCP}\end{array}} \times \begin{array}{l}\text{1983-84 Total Grades}\\ \text{7-12 Enrollment}\end{array}$$

Because these were a first-of-the-year enrollment, dropouts already were included. Extended Day Program pupils also were already included in these figures.

2. Reported 1983-84 Grades 7-12 Dropouts. North Carolina annually reports the number of dropouts for Grades 9-12 only. These figures were estimated by the state based on a model developed for that purpose.* Since the Extended Day Program dropouts were not included in these figures, but also were reported by the state, these were added as follows:

$$\begin{array}{l}\text{1983-84}\\ \text{Grades 9-12}\\ \text{Dropouts}\end{array} = \begin{array}{l}\text{Estimated Annual}\\ \text{Regular High School}\\ \text{Dropouts, 1983-84}\\ \text{(for Grades 9-12)}\end{array} + \begin{array}{l}\text{Reported Extended Day}\\ \text{Program Dropouts,}\\ \text{1983-84 (for Grades 9-12)}\end{array}$$

The state provided the number of dropouts by grade, for Grades 7-12, as reported by the local school districts within North Carolina. These were aggregated by county.

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*A copy of the model may be obtained by contacting Dr. Evan H. W. Sun, Division of Planning and Research, Department of Public Instruction, State of North Carolina, Raleigh, North Carolina 27611.

The total 1983-84 Grades 7-12 Dropouts then was calculated as follows:

$$\text{Total 1983-84 Grades 7-12 Dropouts} = \text{Reported 1983-84 Grades 9-12 Dropouts} + \text{1983-84 Grades 7-8 Dropouts}$$

3. Dropouts as a Percentage of Grades 7-12 Enrollment was computed as follows:

$$\text{Dropouts as a Percentage of Grades 7-12 Enrollment} = \frac{\text{Reported 1983-84 Grades 7-12 Dropouts}}{\text{1983-84 Grades 7-12 Enrollment (including Dropouts)}}$$

4. 1983-84 Grade 7 Enrollment. A portion of the TMH and EXCP pupils was added to each 1983-84 Grade 7 Enrollment as follows:

$$\text{1983-84 Grade 7 Enrollment (including The Grade 7 portion of TMH and EXCP} = \frac{\text{1983-84 Total Grades K-12 Enrollment plus total K-12 TMH plus Total K-12 EXCP}}{\text{1983-84 Total Grades K-12 Enrollment}} \times \text{1983-84 Grade 7 Enrollment}$$

Because dropouts were already included, no additonal calculations were necessary.

5. Dropouts as a Percentage of 1983-84 Grade 7 Enrollment was computed as follows:

$$\text{Dropouts as a Percentage of 1983-84 Grade 7 Enrollment} = \frac{\text{Reported 1983-84 Grade 7-12 Dropouts}}{\text{1983-84 Grade 7 Enrollment (including Dropouts)}}$$

6. Leavers Grade 7, 1978-79; Grade 12, 1983-84 was computed by subtracting the 1983-84 Grade 12 end-of-year enrollment from the estimated 1978-79 Grade 7 beginning-of-year enrollment.

Grade 12, 1983-84 Enrollment was calculated using the following procedures. First, a portion of the trainable mentally handicapped and exceptional pupils were added as follows:

$$\text{1983-84 Grade 12 Enrollment (including the Grade 12 portion of TMH and EXCP)} = \frac{\text{1983-84 Total Grades K-12 Enrollment plus Total K-12 TMH plus plus Total K-12 EXCP}}{\text{1983-84 Total Grades K-12 Enrollment}} \times \text{1983-84 Grade 12 Enrollment}$$

Then, dropouts were subtracted since this was a beginning-of-the year enrollment.

$$\text{1983-84 Grade 12 Enrollment (excluding dropouts)} = \text{1983-84 Grade 12 Enrollment (including the Grade 12 portion of TMM and EXCP)} - \text{1983-84 Grade 12 Dropouts}$$

Since North Carolina reports dropouts for Grades 9-12 (including both Regular High School and Extended Day Program), the total number of Grade 12 Dropouts was estimated based on the ratio of Grade 12 Dropouts to the Total Grades 9-12 Dropouts reported by local school districts within North Carolina, as follows:

$$\text{Estimated 1983-84 Grade 12 Dropout} = \text{1983-84 Grades 9-12 Dropouts (including both regular High School and Extended Day Program)} \times \frac{\text{Grade 12 Dropouts Reported by the County}}{\text{Grades 9-12 Dropouts Reported by the County}}$$

7. Estimated Grade 7, 1978-79 Enrollment was computed for each county from the Grade 7, 1983-84 enrollment using the following:

$$\text{Estimated Grade 7 1978-79 Enrollment} = \text{1983-84 Grade 7 Enrollment} \times \frac{\text{Grade 7, 1978-79 State Total Enrollment (including dropouts)}}{\text{Grade 7, 1983-84 State Total Enrollment (including Dropouts)}}$$

The actual Grade 7, 1978-79 State Total Enrollment was provided by the state.

8. Leavers as a Percentage of 1978-79 Grade 7 enrollment was computed using the following:

$$\text{Leavers as a Percentage of 1978-79 Grade 7 Enrollment} = \frac{\text{Leavers Grade 7, 1978-79; Grade 12, 1983-84}}{\text{Estimated 1978-79 Grade 7 Enrollment}}$$

Ohio

1. 1983-84 Grades 7-12 Enrollment (including dropouts).

Ohio provided "Average Daily Membership" from the first full week in October. Since ungraded and special education classes are included in these figures, no additional calculations were necessary.

2. Reported 1983-84 Grades 7-12 Dropouts were provided by the state. Since the categories for Ungraded Classes and Special Education showed zero in every case, our assumption was that these were distributed by grade level.

3. Dropout as a Percentage of Grades 7-12 Enrollment was computed as follows:

$$\text{Dropouts as a Percentage of Grade 7-12 Enrollment} = \frac{\text{Reported 1983-84 Grades 7-12 Dropouts}}{\text{1983-84 Grades 7-12 Enrollment (including Dropouts)}}$$

4. 1983-84 Grade 7 Enrollment was provided by the state with special education and ungraded classes already included.

5. Dropouts as a Percentage of 1983-84 Grade 7 Enrollment was computed as follows:

$$\text{Dropouts as a Percentage of 1983-84 Grade 7 Enrollment} = \frac{\text{Reported 1983-84 Grade 7-12 Dropouts}}{\text{1983-84 Grades 7 Enrollment (including Dropouts)}}$$

6. Leavers Grade 7, 1978-79; Grade 12, 1983-84 was computed by subtracting the 1983-84 Grade 12 end-of-year enrollment from the estimated 1978-79 Grade 7 beginning-of-year enrollment.

Grade 12, 1983-84 Enrollment was computed as follows:

$$\text{Grade 12, 1983-84 Enrollment} = \text{1983-84 Grade 12 Enrollment (including Special Education and Ungraded Classes)} - \text{1983-84 Grade 12 Dropouts}$$

1983-84 Grade 12 Dropouts were reported by the State. Since the cagetories for Ungraded Classes and special Education showed zero in every case, our assumption was that these were distributed by grade level.

7. Estimated Grade 7, 1978-79 Enrollment was computed for each county from the Grade 7, 1983-84 enrollment using the following:

$$\text{Estimated Grade 7 1978-79 Enrollment} = \text{1983-84 Grade 7 Enrollment} \times \frac{\text{Grade 7, 1978-79 State Total Enrollment (including Dropouts)}}{\text{Grade 7, 1983-84 State Total Enrollment (including Dropouts)}}$$

The actual Grade 7, 1978-79 State Total Enrollment was provided by the state.

8. Leavers as a Percentage of 1978-79 Grade 7 Enrollment was computed using the following:

$$\text{Leavers as a Percentage of 1978-79 Grade 7 Enrollment} = \frac{\text{Leavers Grade 7, 1978-79; Grade 12, 1983-84}}{\text{Estimated 1978-79 Grade 7 Enrollment}}$$

Pennsylvania

1. 1983-84 Grades 7-12 Enrollment (including Dropouts).

Since 1981-82 was the most recent year Pennsylvania compiled dropout data, "Secondary Net District Enrollment" was provided for that year. It is defined as all original entries plus reentries minus withdrawals. Since 1983-84 data were not available, 1981-82 data were substituted. Because dropouts were not included, the 1983-84 Grades 7-12 Enrollment was calculated as follows:

$$\text{1983-84 Grades 7-12 Enrolling (including dropouts)} = \text{Reported 1981-82 Secondary Net District Enrollment} + \text{Reported Dropouts}$$

2. Reported 1983-84 Grades 7-12 Dropouts. 1981-82 Grades 7-12 Dropouts, provided by the state, were substituted for the 1983-84 data

3. Dropouts as a Percentage of Grades 7-12 Enrollment was computed as follows:

$$\text{Dropouts as a Percentage of Grades 7-12 Enrollment} = \frac{\text{Reported 1981-82 Grades 7-12 Dropouts}}{\text{1981-82 Grades 7-12 Enrollment (including Dropouts)}}$$

4. 1983-84 Grade 7 Enrollment. 1981-82 Grades 7 Enrollment figures provided by the state of Pennsylvania were substituted for the 1983-84 data. Enrollment figures were for fall. A portion of the Secondary Exceptional (SEC EXCP) pupils was added as follows:

$$\text{1983-84 Grade 7 Enrollment (including the Grade 7 portion of SEC EXCP} = \frac{\text{1981-82 Total Grades 7-12 Enrollment plus Total 7-12 SEC EXCP}}{\text{1981-82 Total Grades 7-12 Enrollment}} \times \text{1981-82 Grade 7 Enrollment}$$

Since dropouts are already included, no additional computations were necessary.

5. Dropouts as a Percentage of 1983-84 Grade 7 Enrollment was computed from 1981-82 data as follows:

$$\text{Dropouts as a Percentage of 1983-84 Grade 7 Enrollment} = \frac{\text{Reported 1981-82 Grade 7-12 Dropouts}}{\text{1981-82 Grades 7 Enrollment (including Dropouts)}}$$

6. Leavers Grade 7, 1978-79; Grade 12, 1983-84 was computed by subtracting the available 1981-82 Grade 12 end-of-year enrollment from the estimated 1976-77 Grade 7 beginning-of-year enrollment.

Grade 12, 1983-84 Enrollment was calcuated as follows:

$$\text{Grade 12, 1983-84 Enrollment} = \text{1981-82 Grade 12 Enrollment (including the Grade 12 portion of SEC EXCP)} - \text{1981-82 Grade 12 Dropouts}$$

A portion of the Grades 7-12 secondary exceptional students was added to the Grade 12 enrollment as follows:

$$\text{1981-82 Grade 12 Enrollment (including the Grade 12 portion of the SEC EXCP pupils)} = \frac{\text{1981-82 Total Grades 7-12 Enrollment plus Total 7-12 SEC EXCP pupils}}{\text{1981-82 Total Grades 7-12 Enrollment}} \times \text{1981-82 Grade 12 Enrollment}$$

Since Pennsylvania reported the total sum of dropouts for Grades 7-12, the number of Grade 12 dropouts was estimated from Ohio's ratio of Grade 12 to Grades 7-12 dropouts, as follows:

$$\text{Estimated Grade 12 Dropouts} = \frac{\text{Ohio's Total Grade 12 Dropouts (State-wide)}}{\text{Ohio's Total Grades 7-12 Dropouts (State wide)}} \times \text{Pennsylvania's Reported Grades 7-12 Dropouts}$$

7. Estimated Grade 7, 1978-79 Enrollment was computed for each county from the Grade 7, 1981-82 enrollment using the following:

$$\begin{array}{l}\text{Estimated Grade 7}\\ \text{1978-79 Enrollment}\end{array} = \begin{array}{l}\text{1981-82 Grade 7}\\ \text{Enrollment}\end{array} \times \frac{\begin{array}{l}\text{Grade 7, 1976-77 State Total}\\ \text{Enrollment (including dropouts)}\end{array}}{\begin{array}{l}\text{Grade 7, 1981-82 State Total}\\ \text{Enrollment (including Dropouts)}\end{array}}$$

The actual Grade 7, 1976-77 State Total Enrollment was provided by the state.

8. Leavers as a Percentage of 1978-79 Grade 7 Enrollment was computed using the following:

$$\begin{array}{l}\text{Leavers as a Percentage}\\ \text{of 1978-79 Grade 7}\\ \text{Enrollment}\end{array} = \frac{\text{Leavers Grade 7, 1976-77; Grade 12, 1981-82}}{\text{Estimated 1976-77 Grade 7 Enrollment}}$$

South Carolina

1. 1983-84 Grades 7-12 Enrollment (including dropouts)

South Carolina provided Average Daily Membership (ADM), which was the aggregate number of days in membership of all Grade 7-12 pupils (including special education pupils) divided by the number of days school is in session. Since this is an average membership, one-half of the reported number of 1983-84 Grade 7-12 reported dropouts, defined below, were added to the ADM in computing the 1983-84 Grades 7-12 Enrollment (including dropouts). The rationale for adding only one-half of the reported dropouts was that, based upon the lack of evidence to the contrary, one could assume an even distribution of dropouts over the school year; the ADM, then, would already include one-half of the number of dropouts.

2. Reported 1983-84 Grades 7-12 Dropouts

Since South Carolina reported the number of Grades 7-12 dropouts (including special education pupils) no computations were necessary.

3. Dropouts as a Percentage of Grades 7-12 Enrollment was computed as follows:

$$\text{Dropouts as a Percentage of Grades 7-12 Enrollment} = \frac{\text{Reported 1983-84 Grades 7-12 Dropouts}}{\text{1983-84 Grades 7-12 Enrollment (including dropouts)}}$$

4. 1983-84 Grade 7 Enrollment was computed by adding one-half of the reported 1983-84 Grade 7 dropouts to the average daily membership figures (see para. 1 above) for Grade 7.

5. Dropouts as a Percentage of 1983-84 Grade 7 Enrollment was computed as follows:

$$\text{Dropouts as a percentage of 1983-84 Grade 7 Enrollment} = \frac{\text{Reported 1983-84 Grade 7-12 Dropouts}}{\text{1983-84 Grade 7 Enrollment (including dropouts)}}$$

6. Leavers Grade 7, 1978-79; Grade 12, 1983-84 was computed by subtracting the 1983-84 Grade 12 end-of-year enrollment from the 1978-79 Grade 7 beginning-of-year enrollment. The 1983-84 Grade 12 end-of-year enrollment was computed by subtracting one-half of the reported 1983-84 Grade 12 dropouts from the Average Daily Membership figures for Grade 12.

7. Estimated Grade 7, 1978-79 Enrollment was computed for each county from the Grade 7, 1983-84 enrollment using the following:

$$\text{Estimated Grade 7, 1978-79 Enrollment} = \frac{\text{Grade 7, 1978-79 State Total Enrollment (including dropouts)}}{\text{Grade 7, 1983-84 State Total Enrollment (including dropouts)}}$$

The actual Grade 7, 1978-79 State Total Enrollment was provided by the state. One-half of the actual number of reported Grade 7, 1978-79 Dropouts then was added to compute the Grade 7, 1978-79 State Total Enrollment.

8. Leavers as a Percentage of 1978-79 Grade 7 Enrollment was computed as:

$$\text{Leavers as a Percentage of 1978-79 Grade 7 Enrollment} = \frac{\text{Leavers Grade 7, 1978-79; Grade 12, 1983-84}}{\text{Estimated 1978-79 Grade 7 Enrollment}}$$

The Grade 12, 1983-84 End-of-Year enrollment was computed by subtracting one-half of the reported 1983-84 Grade 12 Dropouts from the Average Daily Membership figures for Grade 12.

Tennessee

1. 1983-84 Grades 7-12 Enrollment (including Dropouts): Tennessee provided "Net Enrollment," which includes all original entries. An estimate of average daily membership was calculated. One-half of the reported number of 1983-84 Grades 7-12 Dropouts, defined below, were added to the ADM in computing the 1983-84 Grades 7-12 Enrollment (including Dropouts). The rationale for adding only one-half of the dropouts was that, based upon the lack of evidence to the contrary, one could assume an even distribution of dropouts over the school year; the ADM, then, would already include one-half of the number of dropouts.

$$\text{1983-84 Grades 7-12 Enrollment (including Dropouts)} = \text{1983-84 Grades 7-12 ADM} + \text{One-half of Grades 7-12 Dropouts}$$

The 1983-84 Grades 7-12 ADM was calculated as follows:

$$\text{1983-84 Grades 7-12 ADM (including Dropouts)} = \text{1983-84 Grades 7-12 Net Enrollment (including Grades 7-12 portion of Special Education)} \times \frac{\text{1982-83 Grades K-12 State Total ADM (including Special Education)}}{\text{1982-83 Grades K-12 State Total Net Enrollment (including Special Education)}}$$

The Grades 7-12 portion of Special Education was added as follows:

$$\text{1983-84 Grades 7-12 Net Enrollment (including Grades 7-12 portion of Special Education)} = \text{1983-84 Grades 7-12 Net Enrollment} \times \frac{\text{1983-84 Total K-12 Net Enrollment (including Special Education)}}{\text{1983-84 Total K-12 Net Enrollment}}$$

2. Reported 1983-84 Grades 7-12 Dropouts

Since Tennessee did not report dropout data, the number of leavers (see Item 6) was computed and used as an estimate of dropouts.

$$\text{1983-84 Grades 7-12 Dropouts} = \text{Leavers Grade 7, 1978-79; Grade 12, 1983-84}$$

3. Dropouts as a Percentage of Grades 7-12 Enrollment was computed as follows:

$$\text{Dropouts as a Percentage of Grades 7-12 Enrollment} = \frac{\text{1983-84 Grades 7-12 Dropouts}}{\text{1983-84 Grades 7-12 Enrollment (including Dropouts)}}$$

4. 1983-84 Grade 7 Enrollment was calculated by:

$$\text{1983-84 Grade 7 Enrollment} = \text{1983-84 Grade 7 ADM} + \text{One-half of Grade 7 Dropouts}$$

The 1983-84 Grade 7 ADM Enrollment was calculated by:

$$\text{1983-84 Grade 7 ADM} = \text{1983-84 Grade 7 Net Enrollment (including Grade 7 portion of Special Education)} \times \frac{\text{1982-83 Grades K-12 State Total ADM (including Special Education)}}{\text{1982-83 Grades K-12 State Total Net Enrollment (including Special Education)}}$$

The Grade 7 portion of Special Education was added as follows:

$$\text{1983-84 Grade 7 Net Enrollment (including portion of Special Education)} = \text{1983-84 Grade 7 Net Enrollment} \times \frac{\text{1983-84 Total K-12 Net Enrollment (including Special Education)}}{\text{1983-84 Total K-12 Net Enrollment}}$$

1983-84 Grade 7 Total Dropouts were estimated from the number of leavers (see Item 6) based on comparable data from Georgia as follows:

$$\text{1983-84 Grade 7 Dropouts} = \text{Leavers Grade 7, 1978-79, Grade 12 1983-84} \times \frac{\text{Georgia's Grade 7 Dropouts}}{\text{Georgia's Grade 7-12 Dropouts}}$$

5. Dropouts as a Percentage of 1983-84 Grade 7 Enrollment was computed as follows:

$$\text{Dropouts as a Percentage of 1983-84 Grade 7 Enrollment} = \frac{\text{1983-84 Grade 7-12 Dropouts}}{\text{1983-84 Grade 7 Enrollment (including Dropouts)}}$$

6. Leavers Grade 7, 1978-79; Grade 12, 1983-84 was computed by subtracting the 1983-84 Grade 12 end-of-year enrollment from the estimated 1978-79 Grade 7 beginning-of-year enrollment.

Grade 12, 1983-84 Enrollment was calculated by:

$$\text{Grade 12, 1983-84 Enrollment} = \text{Grade 12, 1983-84 ADM} - \text{One-half of 1983-84 Grade 12 Dropouts}$$

The Grade 12, 1983-84 ADM Enrollment was calculated as follows:

$$\text{Grade 12, 1983-84 ADM} = \text{Grade 12, 1983-84 Net Enrollment (including Grade 12 portion of Special Education)} \times \frac{\text{1982-83 Grades K-12 State Total ADM (including Special Education)}}{\text{1982-83 Grades K-12 State Total Net Enrollment (including Special Education)}}$$

The Grade 12 portion of Special Education was added as follows:

$$\text{1983-84 Grade 12 Enrollment (including Grade 12 portion of Special Education)} = \text{1983-84 Grade 12 Net Enrollment} \times \frac{\text{1983-84 Total K-12 Net Enrollment (including Special Education)}}{\text{1983-84 Total K-12 Net Enrollment}}$$

The 1983-84 Grade 12 Dropouts were estimated with comparable data from Georgia as follows:

$$\text{1983-84 Grade 12 Dropouts} = \text{1983-84 Grade 12 ADM} \times \frac{\text{Georgia's Grade 12 Dropouts}}{\text{Georgia's Grade 12 Enrollment}}$$

7. Estimated Grade 7, 1978-79 Enrollment:

Tennessee provided the actual Grade 7, 1978-79 State Total Enrollment as original entries. An estimate of average daily membership was calculated. One-half of the reported number of 1978-79 Grade 7 Dropouts, defined below, were added to the ADM in computing the 1978-79 Grade 7 Enrollment.

$$\text{Grade 7, 1978-79 State Total Enrollment (including Dropouts)} = \text{1978-79 Grade 7 ADM} + \text{One-half 1978-79 Grade 7 Dropouts}$$

The 1978-79 Grade 7 ADM was calculated as follows:

$$\text{1978-79 Grade 7 ADM} = \text{1978-79 Grade 7 Net Enrollment (including Grade 7 portion of Special Education)} \times \frac{\text{1982-83 Grades K-12 Total ADM (including Special Education)}}{\text{1982-83 Grades K-12 Total Net Enrollment (including Special Education}}$$

The 1978-79 Grade 7 portion of Special Education was added as follows:

$$\text{1978-79 Grade 7 Net Enrollment (including Grade 7 portion of Special Education)} = \text{1978-79 Grade 7 Net Enrollment} \times \frac{\text{1978-79 Total K-12 Net Enrollment (including Special Education}}{\text{1978-79 Total K-12 Net Enrollment (excluding Special Education)}}$$

The 1978-79 Grade 7 Dropouts were estimated with comparable data from Georgia as follows:

$$\text{1978-79 Grade 7 Dropouts} = \text{1978-79 Grade 7 ADM Enrollment} \times \frac{\text{Georgia's State-wide Total 1983-84 Grade 7 Dropouts}}{\text{Georgia's State-wide Total 1983-84 Grade 7 Enrollment}}$$

8. Leavers as a Percentage of 1978-79 Grade 7 Enrollment was computed using the following:

$$\text{Leavers as a Percentage 1978-79 Grade 7 Enrollment} = \frac{\text{Leavers Grade 7, 1978-79; Grade 12, 1983-84}}{\text{Estimated 1978-79 Grade 7 Enrollment}}$$

Virginia

1. 1983-84 Grades 7-12 Enrollment (including dropouts) provided by Virginia was end-of-year membership and graduates. First, the Grades 7-12 portion of the K-12 Special Education pupils was added to the 1983-84 Grades 7-12 Enrollment as follows:

$$\text{1983-84 Grades 7-12 Enrollment (including Special Education)} = \frac{\text{Total K-12 Enrollment (including Special Education)}}{\text{Total K-12 Enrollment (excluding Special Education)}} \times \text{Total Grades 7-12 Enrollment (excluding Special Education)}$$

Second, because the enrollment did not include dropouts, these were added as follows:

$$\text{1983-84 Grades 7-12 Enrollment (including Dropouts)} = \text{1983-84 Grades 7-12 End-of-Year Membership plus Graduates} + \text{Reported 1983-84 Grades 8-12 Dropouts} + \text{Estimated 1983-84 Grade 7 Dropouts}$$

2. Reported 1983-84 Grades 7-12 Dropouts: Virginia maintains records of dropouts for Grades 8-12 only. Virginia's 1983-84 Grade 7 Dropouts were estimated and added to the reported Grades 8-12 Dropouts based on the ratio of Georgia's Grades 7-12 Dropouts to Georgia's Grades 8-12 Dropouts, as follows:

$$\text{1983-84 Grades 7-12 Dropouts} = \frac{\text{Georgia's 1983-84 Grades 7-12 Dropouts}}{\text{Georgia's 1983-84 Grades 8-12 Dropouts}} \times \text{Virginia's Reported Grades 8-12 Dropouts}$$

3. Dropouts as a Percentage of Grades 7-12 Enrollment was computed as follows:

$$\text{Dropouts as a Percentage of Grades 7-12 Enrollment} = \frac{\text{Reported 1983-84 Grades 7-12 Dropouts}}{\text{1983-84 Grades 7-12 Enrollment (including Dropouts)}}$$

4. 1983-84 Grade 7 Enrollment was calculated as follows: A portion of the special education pupils was added to the reported end-of-the-year membership for Grades 7 as follows:

$$\text{1983-84 Grade 7 Enrollment (including the Grade 7 portion of the Special Education pupils)} = \frac{\text{1983-84 Total K-12 Enrollment (including Special Education pupils)}}{\text{1983-84 Total K-12 Enrollment (excluding Special Education pupils)}} \times \text{1983-84 Grade 7 Enrollment}$$

The Estimated 1983-84 Grade 7 Total Dropouts were added since this was an end-of-year-membership that did not include dropouts.

$$\text{1983-84 Grade 7 Enrollment (including Grade 7 Special Education and Dropouts)} = \text{1983-84 Grade 7 Enrollment (including the Grade 7 portion of the Special Education pupils)} + \text{Estimated 1983-84 Grade 7 Total Dropouts}$$

Since, Virginia only records Grades 8-12 Dropouts, the 1983-84 Grade 7 Total Dropouts were estimated from the portion of Georgia's state-wide Grade 7-12 Dropouts who were in Grade 7. Since the total 1983-84 Grades 7-12 Dropouts had already been computed (see item 2 above), the 1983-84 Grade 7 Total Dropouts were calculated by substracting Virginia's Reported 1983-84 Grades 8-12 Dropouts from the 1983-84 Grades 7-12 Dropouts as follows:

$$\text{1983-84 Grade 7 Total Dropouts} = \text{1983-84 Grades 7-12 Dropouts} - \text{Reported 1983-84 Grades 8-12 Dropouts}$$

5. Dropouts as a Percentage of 1983-84 Grade 7 Enrollment was computed as follows:

$$\text{Dropouts as a Percentage of 1983-84 Grade 7 Enrollment} = \frac{\text{Reported 1983-84 Grade 7-12 Dropouts}}{\text{1983-84 Grades 7 Enrollment (including Dropouts)}}$$

6. Leaver Grade 7, 1978-79; Grade 12, 1983-84 was computed by subtracting the 1983-84 Grade 12 end-of-year enrollment from the estimated 1978-79 Grade 7 beginning-of-year enrollment.

Grade 12, 1983-84 Enrollment was an end-of-year enrollment as reported by Virginia. A portion of the Special Education pupils was added as follows:

$$\text{1983-84 Grade 12 Enrollment (including Grade 12 portion of the Special Education pupils)} = \frac{\text{1983-84 Total K-12 Enrollment (including Special Education pupils)}}{\text{1983-84 Total K-12 Enrollment (excluding Special Education pupils)}} \times \text{1983-84 Grade 12 Enrollment}$$

7. Estimated Grade 7, 1978-79 Enrollment was computed for each county from the Grade 7, 1983-84 enrollment using the following:

$$\text{Estimated Grade 7 1978-79 Enrollment} = \text{1983-84 Grade 7 Enrollment} \times \frac{\text{Grade 7, 1978-79 State Total Enrollment (including dropouts)}}{\text{Grade 7, 1983-84 State Total Enrollment (including dropouts)}}$$

8. Leavers as a Percentage of 1978-79 Grade 7 Enrollment was computed using the following:

$$\text{Leavers as a Percentage of 1978-79 Grade 7 Enrollment} = \frac{\text{Leavers Grade 7, 1978-79; Grade 12, 1983-84}}{\text{Estimated 1978-79 Grade 7 Enrollment}}$$

West Virginia

1. 1983-84 Grades 7-12 enrollment (including dropouts)

West Virginia reported second month net enrollment. A portion of the special education and ungraded pupils were added to Grades 7-12 as follows:

$$\text{1983-84 Grades 7-12 enrollment (including grade 7-12 portion of special education and ungraded pupils)} = \frac{\text{1983-84 total Grades K-12 enrollment plus total Grades K-12 special education plus total K-12 ungraded}}{\text{Total Grades K-12 enrollment}} \times \text{1983-84 total Grades 7-12 enrollment}$$

2. Reported 1983-84 Grades 7-12 Dropouts

Since West Virginia reported the total number of K-12 dropouts, the number of Grade 7-12 dropouts was calculated from the reported distribution of dropouts by grade. First, a portion of dropouts whose grade levels were "unreported" were added to Grades 7-12 as follows:

$$\text{Grades 7-12 portion of ``unreported'' dropouts} = \frac{\text{Grades 7-12 proportion of dropouts}}{\text{Grades K-12 proportion of dropouts, excluding ``unreported'' proportion}} \times \text{``Unreported'' proportion of dropouts}$$

The Grades 7-12 portion of the "unreported" proportion of dropouts was added to the Grades 7-12 proportion of dropouts. Then the 1983-84 Grades 7-12 dropouts was calculated as follows:

$$\text{Grades 7-12 dropouts} = \text{1983-84 total reported number of dropouts for Grades K-12} \times \text{1983-84 Grades 7-12 proportion of dropouts (including calculated portion of ``unreported'' for Grades 7-12)}$$

3. Dropouts as a Percentage of Grades 7-12 Enrollment was computed as follows:

$$\text{Dropouts as a percentage of Grades 7-12 enrollment} = \frac{\text{Reported 1983-84 Grades 7-12 dropouts}}{\text{1983-84 Grades 7-12 enrollment (including dropouts)}}$$

4. 1983-84 Grade 7 enrollment.

A portion of the special education and ungraded pupils was added to the reported second month net enrollment for grades 7 as follows:

$$\text{1983-84 Grade 7 enrollment (including the grade 7 portion of special education and ungraded pupils)} = \frac{\text{1983-84 total Grades K-12 enrollment plus total K-12 special education plus total K-12 ungraded}}{\text{1983-84 total Grades K-12 enrollment}} \times \text{1983-84 Grade 7 enrollment}$$

5. Dropouts as a Percentage of 1983-84 Grade 7 Enrollment was computed as follows:

$$\text{Dropouts as a percentage of 1983-84 Grade 7 enrollment} = \frac{\text{Reported 1983-84 Grade 7-12 dropouts}}{\text{1983-84 Grade 7 enrollment (including dropouts)}}$$

6. Leavers Grade 7, 1978-79; Grade 12, 1983-84 was computed by subtracting the 1983-84 Grade 12 end-of-year enrollment from the estimated 1978-79 Grade 7 beginning-of-year enrollment.

Grade 12, 1983-84 end-of-year enrollment was calculated by subtracting the number of Grade 12, 1983-84 Dropouts from the reported Grade 12 second month net enrollment, after the enrollment was adjusted to include the Grade

12 portion of the special education and ungraded pupils. This adjustment was calculated as follows:

$$\text{1983-84 Grade 12 enrollment (including the Grade 12 portion of special education and ungraded pupils)} = \frac{\text{1983-84 total Grades K-12 enrollment plus total K-12 special education plus total K-12 ungraded}}{\text{1983-84 total Grades K-12 enrollment}} \times \text{1983-84 Grade 12 enrollment}$$

The 1983-84 Grade 12 total dropouts was calculated from the reported distribution of dropouts by grade for the entire state. The rationale for using the statewide distribution to calculate the number of 1983-84 Grade 12 total dropouts for each Appalachian county was that the statewide distribution was our best estimate of the proportion of Grade 7-12 dropouts that were in Grade 12 in each county.

First, a portion of dropouts whose grade levels were "unreported" were added to Grade 12 through the following procedure:

$$\text{Grade 12 portion of "unreported" dropouts} = \frac{\text{Grade 12 proportion of dropouts}}{\text{Grade K-12 proportion of dropouts, excluding unreported proportion}} \times \text{"Unreported" proportion of dropouts}$$

The Grade 12 proportion of "unreported" dropouts was added to the Grade 12 proportion of dropouts. Then this sum was used to calculate the 1983-84 Grade 12 dropouts as follows:

$$\text{1983-84 Grade 12 Dropouts} = \text{1983-84 total reported number of dropouts for Grades K-12} \times \text{1983-84 Grade 12 proportion of dropouts (including calculated portion of "unreported" for Grade 7)}$$

7. Estimated Grade 7, 1978-79 Enrollment was computed for each county from the Grade 7, 1983-84 enrollment using the following:

$$\text{Estimated Grade 7 1978-79 enrollment} = \text{1983-84 Grade 7 enrollment} \times \frac{\text{Grade 7, 1978-79 state total enrollment (including dropouts)}}{\text{Grade 7, 1983-84 state total enrollment (including dropouts)}}$$

The actual Grade 7 state total enrollment was provided by the state.

8. Leavers as a percentage of 1978-79 Grade 7 enrollment was computed using the following:

$$\text{Leavers as a percentage of 1978-79 Grade 7 enrollment} = \frac{\text{Leavers Grade 7, 1978-79; Grade 12, 1983-84}}{\text{Estimated 1978-79 Grade 7 enrollment}}$$

PART 3

DROPOUT DATA FOR EACH APPALACHIAN COUNTY IN THE APPALACHIAN STATES

ID	REGION	COUNTY	REPORTED 1983-84 GRADES 7-12 DROPOUTS	1983-84 GRADES 7-12 ENROLLMENT (INCLUDING DROPOUTS)	REPORTED 1983-84 DROPOUTS AS A PERCENTAGE OF GRADES 7-12 ENROLLMENT	1983-84 GRADE 7 ENROLLMENT	REPORTED 1983-84 DROPOUTS AS A PERCENTAGE OF 1983-84 GRADE 7 ENROLLMENT	ESTIMATED LEAVERS GRADE 7, 1978-79; GRADE 12, 1983-84	1978-79 GRADE 7 ENROLLMENT	ESTIMATED LEAVERS AS A PERCENTAGE OF 1978-79 GRADE 7 ENROLLMENT	1980 CENSUS DATA AGES 18-24
ALABAMA											
001	S	Bibb	49	1535	3.19	291	16.84	70	279	25.09	40.4
002	S	Blount	74	3475	2.13	685	10.80	212	657	32.27	34.7
003	S	Calhoun	316	13442	2.35	1900	16.63	533	1823	29.24	26.7
004	S	Chambers	178	3203	5.56	654	27.22	278	628	44.27	47.1
005	S	Cherokee	78	1833	4.26	354	22.03	122	340	35.88	34.2
006	S	Chilton	99	2677	3.70	571	17.34	217	548	39.60	42
007	S	Clay	60	1342	4.47	272	22.06	103	261	39.46	41.4
008	S	Cleburne	9	1089	0.83	197	4.57	16	189	8.47	43.7
009	S	Colbert	149	4652	3.20	831	17.93	196	797	24.59	33.3
010	S	Coosa	48	1009	4.76	199	24.12	61	191	31.94	40.7
011	S	Cullman	123	5500	2.24	1064	11.56	240	1021	23.51	32.9
012	S	DeKalb	161	4863	3.31	1040	15.48	359	998	35.97	37.7
013	S	Elmore	187	4315	4.33	844	22.16	227	810	28.02	39.5
014	S	Etowah	255	8858	2.88	1792	14.23	631	1720	36.69	29.0
015	S	Fayette	46	1406	3.27	290	15.86	92	278	33.09	34.1
016	S	Franklin	81	2511	3.23	497	16.30	137	477	28.72	33.0
017	S	Jackson	175	4718	3.71	929	18.84	342	891	38.38	36.5
018	S	Jefferson	2155	52856	4.08	9412	22.90	1960	9032	21.70	23.6
019	S	Lamar	33	1636	2.02	318	10.38	60	305	19.67	40.0
020	S	Lauderdale	159	7194	2.21	1326	11.99	191	1272	15.02	24.0
021	S	Lawrence	71	3257	2.18	699	10.16	252	671	37.56	36.1
022	S	Limestone	155	4493	3.45	836	18.54	180	802	22.44	35.5
023	S	Madison	892	18333	4.87	3384	26.36	794	3247	24.45	25.1
024	S	Marion	92	2229	4.13	466	19.74	157	447	35.12	39.3
025	S	Marshall	267	6256	4.27	1239	21.55	437	1189	36.75	30.5
026	S	Morgan	330	8515	3.88	1618	20.40	439	1553	28.27	31
027	S	Pickens	35	1860	1.88	356	9.83	72	342	21.05	38.7
028	S	Randolph	75	1818	4.13	347	21.61	85	333	25.53	45.9
029	S	St. Clair	133	3903	3.41	910	14.62	418	873	47.88	30.4
030	S	Shelby	158	5684	2.78	1148	13.76	405	1102	36.75	30.9
031	S	Talladega	345	7073	4.88	1492	23.12	540	1432	37.71	39.5
032	S	Tallapoosa	140	3433	4.08	698	20.06	278	670	41.49	39.0
033	S	Tuscaloosa	366	10191	3.59	2101	17.42	741	2016	36.76	16.6
034	S	Walker	311	6206	5.01	1241	25.06	472	1191	39.63	39.1
035	S	Winston	79	2207	3.58	407	19.41	94	391	24.04	30.2
		TOTAL	7884	213572	3.69	40408	19.51	11421	38776	29.45	29.1

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GEORGIA

001	G	Banks	43	627	6.86	104	41.35	24	101	23.76	44.1
002	G	Barrow	174	1958	8.89	385	45.19	156	374	41.71	43.2
003	G	Bartow	270	4220	6.40	808	33.42	307	784	39.16	42.7
004	G	Carroll	323	5547	5.82	1048	30.82	293	1017	28.81	27.6
005	G	Catoosa	243	3556	6.83	657	36.99	235	638	36.83	35.3
006	G	Chattooga	148	2005	7.38	345	42.90	70	335	20.90	44.6
007	G	Cherokee	266	5520	4.82	1071	24.84	416	1039	40.04	37.4
008	G	Dade	48	1032	4.65	195	24.62	45	189	23.81	32.8
009	G	Dawson	34	520	6.54	104	32.69	59	101	58.42	48.0
010	G	Douglas	354	6150	5.76	1213	29.18	460	1177	39.08	33.3
011	G	Fannin	67	1291	5.19	250	26.80	101	243	41.56	35.5
012	G	Floyd	386	6515	5.92	1236	31.23	463	1199	38.62	38.5
013	G	Forsyth	196	2735	7.17	583	33.62	242	566	42.76	34.7
014	G	Franklin	75	1640	4.57	299	25.08	103	290	35.52	36.9
015	G	Gilmer	68	1000	6.80	192	35.42	66	186	35.48	49.7
016	G	Gordon	206	2945	6.99	625	32.96	275	607	45.30	48.2
017	G	Gwinnett	816	19132	4.27	3676	22.20	1395	3567	39.11	24.5
018	G	Habersham	124	2151	5.76	413	30.02	52	401	12.97	44.6
019	G	Hall	344	7089	4.85	1371	25.09	470	1330	35.34	35
020	G	Haralson	115	1914	6.01	389	29.56	130	377	34.48	35.4
021	G	Heard	44	660	6.67	146	30.14	74	142	52.11	48.4
022	G	Jackson	178	2355	7.56	441	40.36	158	428	36.92	44
023	G	Lumpkin	41	916	4.48	176	23.30	54	171	31.58	19.9
024	G	Madison	79	1700	4.65	346	22.83	115	336	34.23	36.5
025	G	Murray	191	1929	9.90	423	45.15	225	410	54.88	49.3
026	G	Paulding	198	2782	7.12	533	37.15	232	517	44.87	30.0
027	G	Pickens	58	1038	5.59	201	28.86	84	195	43.08	31.5
028	G	Polk	209	2927	7.14	518	40.35	97	503	19.28	36.2
029	G	Rabun	24	892	2.69	181	13.26	60	176	34.09	32.4
030	G	Stephens	93	2029	4.58	387	24.03	154	376	40.96	33.6
031	G	Towns	12	384	3.13	85	14.12	33	82	40.24	15.7
032	G	Union	19	853	2.23	168	11.31	63	163	38.65	42.2
033	G	Walker	317	4607	6.88	897	35.34	361	870	41.49	37.7
034	G	White	54	901	5.99	153	35.29	19	148	12.84	25.9
035	G	Whitfield	437	5962	7.33	1106	39.51	395	1073	36.81	48.3
		TOTAL	6254	107482	5.82	20725	30.18	7486	20111	37.22	33.4

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KENTUCKY

001	C	Adaire	49	1208	3.00	237	20.68	59	238	24.79	35.6
002	C	Bath	40	922	4.34	204	19.61	85	206	41.26	34.6
003	C	Bell	164	3338	4.91	643	25.51	270	647	41.73	47.0
004	C	Boyd	173	4766	3.63	887	19.50	220	852	24.66	22.7
005	C	Breathitt	95	[illegible]	[illegible]	[illegible]	[illegible]	130	[illegible]	39.04	47.2
006	C	Carter	123	2554	4.82	447	27.50	134	450	29.78	29.5
007	C	Casey	80	1332	6.01	233	34.33	52	235	22.13	31.2
008	C	Clark	75	2514	2.98	502	14.94	271	505	53.66	36.7
009	C	Clay	173	2111	8.20	517	33.46	299	520	57.50	57.3
010	C	Clinton	24	802	2.99	167	14.37	75	168	44.64	40.2
011	C	Cumberland	37	581	6.37	101	36.63	36	101	35.64	52.1
012	C	Elliott	43	639	6.73	119	[illegible]	33	120	27.50	42.9
013	C	Estill	77	1442	5.34	255	[illegible]	71	256	27.73	39.4
014	C	Fleming	30	1151	2.61	193	15.54	14	194	7.22	34.6
015	C	Floyd	272	4379	6.21	823	33.05	337	828	40.70	43.9
016	C	Garrard	49	855	5.73	156	31.41	49	157	31.21	40.4
017	C	Green	26	880	2.95	132	19.70	6	133	4.51	40.9
017	C	Greenup	92	3957	2.32	705	13.05	142	709	20.03	28
019	C	Harlan	224	3935	5.69	770	28.79	354	783	45.21	45
020	C	Jackson	57	1137	5.01	246	23.17	124	248	50.00	55.3
021	C	Johnson	134	2394	5.60	469	28.57	173	472	36.65	37.0
022	C	Knott	129	1806	7.14	352	36.65	155	354	43.79	46.2
023	C	Knox	177	2672	6.62	586	34.98	232	589	45.58	49.9
024	C	Laurel	233	3676	6.34	700	33.29	300	704	42.61	44
025	C	Lawrence	69	1364	5.06	252	27.38	90	254	35.43	39.1
026	C	Lee	55	731	7.52	159	34.59	83	160	51.88	46.6
027	C	Leslie	94	1584	5.93	297	31.65	88	299	29.43	53
028	C	Letcher	149	2903	5.13	588	25.34	254	591	42.98	51.0
029	C	Lewis	60	1391	4.31	257	23.35	93	258	36.05	41.3
030	C	Lincoln	113	1842	6.24	347	33.14	106	349	30.37	49.2
031	C	McCreary	79	1586	4.98	349	22.64	203	351	57.83	64.7
032	C	Madison	159	4042	3.93	773	20.57	281	777	36.16	13.6
033	C	Magoffin	105	1363	7.70	262	40.08	131	264	49.62	52.4
034	C	Martin	126	1500	8.36	291	43.30	138	293	47.10	40.0
035	C	Menifee	42	491	8.55	119	35.29	82	120	68.33	49.1
036	C	Monroe	49	1036	4.47	198	24.75	41	199	20.60	37.1
037	C	Montgomery	54	1904	2.84	360	15.00	113	362	31.22	33.9
038	C	Morgan	47	1091	4.31	207	22.71	67	209	32.06	47.2
039	C	Owsley	36	515	6.99	87	41.38	24	88	27.27	49
040	C	Perry	258	3432	7.52	667	38.68	332	671	49.48	43
041	C	Pike	371	7817	4.75	1542	24.06	585	1552	37.69	39.5
042	C	Powell	83	1115	7.44	283	40.89	76	284	37.25	44.4
043	C	Pulaski	180	4136	4.35	803	23.41	292	808	36.14	39.1
044	C	Rockcastle	99	1454	6.81	266	37.22	75	268	27.99	45
045	C	Rowan	81	1600	5.04	304	26.64	110	306	35.95	13.0
046	C	Russell	66	1235	5.34	252	26.19	110	254	43.31	39.5
047	C	Wayne	81	1651	4.91	308	26.30	102	310	29.35	30.1
048	C	Whitley	282	3322	8.49	625	45.12	236	629	37.52	37.6
049	C	Wolfe	53	627	8.45	102	43.44	58	123	47.15	51.6
		TOTAL	5377	108649	5.34	19341	27.00	7411	19461	38.08	38.1

MARYLAND											
001	N	Allegany	99	6425	1.54	1031	9.60	47	1140	4.12	12.6
002	N	Garrett	65	2414	2.69	474	13.71	227	524	43.32	22.0
003	N	Washington	181	9247	1.96	1573	11.51	293	1740	16.84	29.4
		TOTAL	345	18086	1.91	3078	11.21	567	3404	16.66	22.5
MISSISSIPPI											
001	S	Alcorn	100	2903	3.44	539	18.55	158	579	27.29	34.5
002	S	Benton	43	632	6.80	116	37.07	57	125	45.60	57.9
003	S	Chickasaw	41	1094	3.75	215	19.07	104	231	45.02	49.0
004	S	Choctaw	11	717	1.53	147	7.48	75	158	47.47	43
005	S	Clay	96	1756	5.47	381	25.20	208	409	50.86	38.2
006	S	Itawamba	80	1693	4.73	299	26.76	99	321	30.84	32.5
007	S	Kemper	46	862	5.34	157	29.30	63	169	37.28	44.3
008	S	Lee	243	5201	4.67	1021	23.80	410	1096	37.41	34.3
009	S	Lowndes	254	5045	5.03	994	25.55	414	1067	38.80	27.2
010	S	Marshall	160	2519	6.35	470	34.04	184	504	36.51	36.3
011	S	Monroe	143	3260	4.39	648	22.07	292	695	42.01	42.3
012	S	Noxubee	67	1155	5.80	180	37.22	58	193	30.05	44.4
013	S	Oktibbeha	87	2694	3.23	493	17.65	189	529	35.73	9.4
014	S	Pontotoc	83	1794	4.63	331	25.08	104	355	29.30	26.6
015	S	Prentiss	121	2339	5.17	445	27.19	162	478	33.89	32
016	S	Tippah	74	1866	3.97	335	22.09	124	360	34.44	35.6
017	S	Tishomingo	39	1531	2.55	195	20.00	102	317	32.18	35
018	S	Union	86	1987	4.33	382	22.51	141	410	34.39	28.7
019	S	Webster	48	1051	4.57	177	27.12	34	190	17.89	32.9
020	S	Winston	88	1847	4.76	338	26.04	150	363	41.32	26.7
		TOTAL	1910	41946	4.55	7863	24.29	3128	8549	36.59	31.2
NEW YORK											
001	N	Allegany	98	4459	2.20	833	11.76	210	891	23.57	10.3
002	N	Broome	546	18814	2.90	3226	16.92	477	3449	13.83	16.2
003	N	Cattaraugus	183	8834	2.07	1535	11.92	292	1641	17.79	22.4
004	N	Chautauqua	308	12774	2.41	2266	13.59	369	2422	15.24	19
005	N	Chemung	248	7425	3.34	1252	19.81	196	1338	14.65	29.7
006	N	Chenango	148	5390	2.75	932	15.88	186	996	18.67	24.6
007	N	Cortland	108	4063	2.66	753	14.34	248	805	30.81	14
008	N	Delaware	117	4148	2.82	691	16.93	95	739	12.86	20
009	N	Otsego	124	4704	2.64	847	14.64	207	905	22.87	12.3
010	N	Schoharie	71	2832	2.51	507	14.00	124	542	22.88	16.9
011	N	Schuyler	30	1409	2.13	244	12.30	31	261	11.88	25
012	N	Steuben	253	10538	2.40	1762	14.36	308	1884	16.35	23.9
013	N	Tioga	102	5064	2.01	895	11.40	202	957	21.11	24
014	N	Tompkins	161	6383	2.52	1074	14.99	147	1148	12.80	5.8
		TOTAL	2497	96837	2.58	16817	14.85	3092	17978	17.20	17

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NORTH CAROLINA

001	S	Alexander	123	2278	5.40	433	20.41	139	412	33.74	36.9
002	S	Alleghany	35	831	4.21	127	27.56	12	121	9.92	25.1
003	S	Ashe	106	1932	5.49	351	30.20	66	334	19.76	36.0
004	S	Avery	106	1462	7.25	273	30.03	90	260	34.62	25.5
005	S	Buncombe	677	13436	5.04	2369	20.50	488	2257	21.62	23.2
006	S	Burke	392	6183	6.34	1169	33.53	366	1114	32.85	23.7
007	S	Caldwell	501	6377	7.86	1105	42.20	350	1129	31.00	43.2
008	S	Cherokee	89	1849	4.81	253	24.52	99	346	28.61	29.9
009	S	Clay	23	582	3.95	109	21.10	29	104	27.88	33.7
010	S	Davie	102	2376	4.29	449	22.72	125	428	29.21	30.4
011	S	Forsyth	784	19424	4.04	3473	22.57	574	3308	17.35	22
012	S	Graham	51	610	8.36	134	30.65	34	128	26.56	27.1
013	S	Haywood	214	4226	5.06	733	25.20	154	698	22.06	31.0
014	S	Henderson	242	4994	4.85	855	27.04	164	853	19.23	34.6
015	S	Jackson	71	1891	3.75	359	19.78	79	342	23.10	11
016	S	McDowell	226	3305	6.84	627	35.04	176	597	29.48	40.4
017	S	Macon	72	1796	4.01	335	21.49	93	319	29.15	35.3
018	S	Madison	80	1389	5.76	252	31.75	67	240	27.92	23
019	S	Mitchell	77	1265	6.09	220	33.77	62	217	28.57	29.9
020	S	Polk	49	1070	4.58	222	22.07	58	211	27.49	35.1
021	S	Rutherford	269	4856	5.54	861	31.24	236	809	29.78	36.0
022	S	Stokes	141	3314	4.25	660	21.36	202	629	32.11	21.6
023	S	Surry	282	5493	5.13	901	20.75	193	935	20.64	37.0
024	S	Swain	41	796	5.15	151	27.15	66	144	45.83	43.3
025	S	Transylvania	88	1936	4.55	330	26.67	62	314	19.75	25.6
026	S	Watauga	132	2240	5.89	307	34.11	106	369	28.73	0
027	S	Wilkes	321	5310	6.05	1005	31.94	266	957	27.80	35.5
028	S	Yadkin	153	2535	6.04	437	35.01	92	416	22.12	30.4
029	S	Yancey	54	1311	4.12	244	22.13	65	232	28.02	32.1
		TOTAL	5501	105067	5.24	19142	20.74	4513	18234	24.75	29.2

BEST COPY AVAILABLE

OHIO

001	N	Adams	58	2701	2.15	511	11.35	145	506	28.66	33.1
002	N	Athens	53	4321	1.23	807	6.57	161	800	20.12	8.0
003	N	Belmont	67	6127	1.09	1090	6.15	96	1009	8.09	22.0
004	N	Brown	69	2865	2.41	519	13.29	114	514	22.18	20.3
005	N	Carroll	15	2007	0.75	378	3.97	79	375	21.07	30.9
006	N	Clermont	324	12137	2.67	2187	14.01	557	2167	25.70	20.2
007	N	Coshocton	41	3257	1.26	604	6.79	121	599	20.20	26.0
008	N	Gallia	30	2777	1.08	543	5.52	129	538	23.98	29.2
009	N	Guernsey	66	3363	1.96	635	10.00	135	649	23.00	20
010	N	Harrison	15	1768	0.85	338	4.44	82	335	23.10	26.9
011	N	Highland	79	3365	2.35	621	12.72	150	615	24.39	20.9
012	N	Hocking	7	1854	0.38	341	2.05	39	330	11.54	26.3
013	N	Holmes	25	1777	1.41	385	6.49	150	382	39.27	61.5
014	N	Jackson	50	2995	1.67	570	8.77	156	565	27.61	32.6
015	N	Jefferson	117	7361	1.59	1257	9.31	55	1246	4.41	23.7
016	N	Lawrence	140	6421	2.18	1132	12.37	217	1122	19.34	20.3
017	N	Meigs	57	2178	2.62	380	14.69	77	385	20.00	38.4
018	N	Monroe	11	2135	0.51	387	2.84	27	384	7.03	23.7
019	N	Morgan	33	1235	2.67	206	16.02	43	204	21.08	21.9
020	N	Muskingum	178	8290	2.15	1433	12.42	172	1428	12.11	25.7
021	N	Noble	28	1129	2.48	183	15.30	18	181	9.94	24.9
022	N	Perry	54	3223	1.68	549	9.84	38	544	6.99	25.1
023	N	Pike	44	2587	1.70	449	9.80	60	445	13.48	34.4
024	N	Ross	121	5867	2.06	1097	11.03	104	1087	16.93	21.4
025	N	Scioto	147	7652	1.92	1384	10.62	278	1372	20.26	32.6
026	N	Tuscarawas	50	7300	1.34	1678	5.84	481	1663	28.92	25.6
027	N	Vinton	9	1137	0.79	210	4.29	36	208	17.31	32.6
028	N	Washington	69	5965	1.16	1088	6.05	83	959	8.31	10.1
		TOTAL	2085	113822	1.76	20910	9.59	3583	20743	18.02	26.2

BEST COPY AVAILABLE

TENNESSEE

001	C	Anderson	237	6306	3.76	1165	20.34	237	1100	21.55	30.9
002	S	Bledsoe	66	802	8.23	168	39.29	66	169	39.05	36.3
003	S	Blount	292	7020	4.16	1289	22.65	292	1265	23.08	28.4
004	S	Bradley	398	6720	5.92	1258	31.64	398	1241	32.07	31.2
005	C	Campbell	240	3664	6.55	716	33.52	240	719	33.38	43.3
006	C	Cannon	52	832	6.25	133	39.10	52	154	33.77	31
007	S	Carter	140	4541	3.08	852	16.43	140	706	19.83	32.6
008	C	Claiborne	252	2553	9.87	520	48.46	252	569	44.29	36.9
009	C	Clay	31	670	4.63	113	27.43	31	126	24.60	29.9
010	S	Cocke	198	2708	7.31	516	38.37	198	517	38.30	45.0
011	S	Coffee	179	3608	4.96	638	28.06	179	660	27.12	32.4
012	C	Cumberland	226	2658	8.50	484	46.69	226	547	41.32	47.3
013	C	DeKalb	41	1199	3.42	221	18.55	41	212	19.34	51.7
014	C	Fentress	223	967	23.06	338	65.98	223	266	83.83	52.7
015	S	Franklin	79	2869	2.75	588	13.44	79	478	16.53	29
016	S	Grainger	144	1542	9.34	281	51.25	144	352	40.91	43.5
017	S	Greene	190	4904	3.87	895	21.23	190	876	21.69	37.0
018	S	Grundy	124	1234	10.05	261	47.51	124	234	52.99	30
019	S	Hamblen	253	4716	5.36	851	29.73	253	885	28.59	37.1
020	S	Hamilton	1360	21678	6.27	4055	33.54	1360	3992	34.07	23
021	C	Hancock	35	673	5.20	109	32.11	35	124	28.23	30.0
022	S	Hawkins	172	4037	4.26	794	21.66	172	665	25.86	36.9
023	C	Jackson	54	720	7.50	132	40.91	54	146	36.99	35.5
024	S	Jefferson	134	2909	4.61	524	25.57	134	550	24.36	25.2
025	S	Johnson	118	1184	9.97	219	53.88	118	252	46.83	43.2
026	S	Knox	647	25067	2.58	4339	14.91	647	4182	15.47	18.2
027	S	Loudon	84	2647	3.17	434	19.35	84	464	18.10	34.1
028	S	McMinn	197	3849	5.12	703	28.02	197	720	27.36	33
029	C	Macon	99	1351	7.33	245	40.41	99	248	39.92	40.1
030	S	Marion	239	2282	10.47	416	57.45	239	492	48.58	43.7
031	S	Meigs	41	714	5.74	139	29.50	41	129	31.78	46.7
032	S	Monroe	184	2798	6.58	519	35.45	184	514	35.80	44.3
033	C	Morgan	67	1578	4.25	285	23.51	67	275	24.36	36.7
034	C	Overton	98	1525	6.43	289	33.91	98	283	34.63	44.2
035	C	Pickett	13	356	3.65	77	16.88	13	54	24.07	35.7
036	S	Polk	66	1345	4.91	251	26.29	66	223	29.60	39.2
037	C	Putnam	261	3844	6.79	759	34.39	261	733	35.61	18.1
038	S	Rhea	181	2264	7.99	426	42.49	181	448	40.40	39.3
039	S	Roane	192	4103	4.68	743	25.84	192	738	26.02	32.3
040	C	Scott	151	1933	7.81	349	43.27	151	376	40.16	43.6
041	S	Sequatchie	27	875	3.09	172	15.70	27	137	19.71	39.9
042	S	Sevier	170	3763	4.52	743	22.88	170	630	26.98	39.0
043	C	Smith	89	1219	7.30	239	37.24	89	238	37.39	37.7
044	S	Sullivan	594	13387	4.44	2427	24.47	594	2374	25.02	31.7
045	S	Unicoi	67	1378	4.86	263	25.48	67	238	28.15	32.4
046	S	Union	93	1078	8.63	201	46.27	93	213	43.66	47.7
047	C	VanBuren	33	395	8.35	101	32.67	33	67	49.25	45.3
048	C	Warren	163	2952	5.52	532	30.64	163	494	33.00	40.0
049	S	Washington	394	7319	5.38	1358	29.01	394	1319	29.87	24.4
050	C	White	117	1723	6.79	312	37.50	117	334	35.03	33.3
		TOTAL	9585	180467	5.27	33442	28.42	9585	32720	29.04	29.3

BEST COPY AVAILABLE

PENNSYLVANIA

001	N	Allegheny	2626	110212	2.38	15140	17.34	-150	18359	-0.82	14.0
002	N	Armstrong	128	7601	1.68	1193	10.73	203	1446	14.04	20.1
003	N	Beaver	267	17763	1.50	2595	10.29	241	3145	7.66	19
004	N	Bedford	108	5047	2.14	810	13.33	214	982	21.79	21.2
005	N	Blair	277	12520	2.21	1791	15.47	153	2171	7.05	16.5
006	N	Bradford	183	7355	2.49	1090	16.79	195	1321	14.76	24
007	N	Bulter	260	14090	1.84	2082	12.49	321	2523	12.72	16.2
008	N	Cambria	165	14974	1.10	2183	7.56	88	2646	3.33	16.7
009	N	Cameron	24	722	3.32	107	22.43	28	130	21.54	20.7
010	N	Carbon	83	4424	1.88	705	11.77	145	854	16.98	22.7
011	N	Centre	86	7513	1.14	1252	6.87	285	1517	18.79	5.2
012	N	Clairon	66	4683	1.41	711	9.28	134	862	15.55	13.2
013	N	Clearfield	[illegible]	9879	1.91	1630	11.60	574	1976	29.05	20.6
014	N	Clinton	[illegible]	3381	1.72	527	11.01	87	639	13.62	16.1
015	N	Columbia	109	6294	1.73	994	10.97	211	1205	17.51	13.5
016	N	Crawford	163	7153	2.28	1147	14.21	279	1350	20.67	19.7
017	N	Elk	78	3137	2.49	417	18.71	-31	505	-6.14	15.9
018	N	Erie	551	23718	2.32	3449	15.98	503	4180	12.03	19.1
019	N	Fayette	241	14022	1.72	2289	10.53	525	2672	19.65	20
020	N	Forest	14	583	2.40	72	19.44	-9	87	-10.34	24.7
021	N	Fulton	15	1337	1.12	228	6.58	59	276	21.38	23.9
022	N	Green	70	4100	1.71	693	10.10	267	840	31.79	20.2
023	N	Huntingdon	48	3817	1.26	667	7.20	198	808	24.50	16
024	N	Indiana	155	8062	1.92	1290	12.02	422	1563	27.00	11.7
025	N	Jefferson	80	4140	1.93	618	12.94	37	749	4.94	18.4
026	N	Juniata	29	1796	1.61	272	10.66	47	330	14.24	25.1
027	N	Lackawanna	260	16100	1.61	2563	10.14	527	3106	16.97	13.7
028	N	Lawrence	192	9512	2.02	1524	12.60	332	1047	17.43	19
029	N	Luzerne	450	25838	1.74	4109	10.95	967	4980	19.42	16.9
030	N	Lycoming	233	12942	1.80	1756	13.27	435	2128	20.44	19.5
031	N	McKean	144	5366	2.68	819	17.58	200	993	20.14	18.1
032	N	Mercer	200	11833	1.69	1801	11.10	314	2183	14.38	17.1
033	N	Mifflin	95	4166	2.28	680	13.97	195	824	23.67	23.3
034	N	Monroe	185	6635	2.79	1002	18.46	309	1214	25.45	16.1
035	N	Montour	26	1603	1.62	230	11.30	49	279	17.56	18.7
036	N	Northumberland	174	8840	1.97	1297	13.42	189	1572	12.02	21.0
037	N	Perry	69	3760	1.84	620	11.13	217	751	28.89	20
038	N	Pike	9	913	0.99	138	6.52	3	167	1.80	24.3
039	N	Potter	29	1949	1.49	323	8.98	70	391	17.90	22.9
040	N	Schuylkill	291	11735	2.48	1840	15.82	373	2230	16.73	21.2
041	N	Snyder	37	3062	1.21	498	7.43	124	604	20.53	20.2
042	N	Somerset	152	7710	1.97	1242	12.24	348	1505	23.12	19.5
043	N	Sullivan	6	608	0.99	96	6.25	17	116	14.66	25.1
044	N	Susquehanna	55	4387	1.25	679	8.10	170	823	20.66	23.7
045	N	Tioga	93	4395	2.12	703	13.23	190	852	22.30	18.6
046	N	Union	25	2239	1.12	358	6.98	145	434	33.41	15.1
047	N	Venango	163	6649	2.45	1075	15.16	292	1303	22.41	22.7
048	N	Warren	95	4348	2.18	659	14.42	121	799	15.14	18.2
049	N	Washington	282	19260	1.46	2957	9.54	525	3583	14.68	16.3
050	N	Wayne	57	3591	1.59	610	9.34	238	739	32.21	20.5
051	N	Westmoreland	562	36440	1.54	5590	10.05	682	6775	10.07	15.0
052	N	Wyoming	41	2554	1.61	414	9.90	132	522	25.29	19.7
		TOTAL	9990	514850	1.94	77459	12.91	12101	93876	12.89	16.6

BEST COPY AVAILABLE

SOUTH CAROLINA										
001	S	Anderson	514	12480	4.12	2251	22.73	706	2340	30.17	34.0
002	S	Cherokee	105	4217	2.49	835	12.57	354	864	40.97	34.5
003	S	Greenville	339	24472	1.39	4610	7.35	1306	4771	27.37	27.1
004	S	Oconee	176	4802	3.67	956	18.41	415	989	41.96	31.7
005	S	Pickens	241	6728	3.58	1265	19.05	371	1309	28.34	16.3
006	S	Spartanburg	927	19518	4.75	3481	26.63	1083	3583	30.06	33.5
		TOTAL	2302	72225	3.19	13408	17.17	4235	13876	30.52	28.7
VIRGINIA											
001	S	Alleghany	53	1870	2.83	340	15.59	18	332	5.42	29.9
002	S	Bath	15	530	2.83	101	14.85	27	99	27.27	45.5
003	S	Bland	16	609	2.63	102	15.69	12	100	12.00	30
004	S	Botetourt	75	2284	3.28	431	17.40	134	421	31.83	32.2
005	C	Buchanan	158	3913	4.04	723	21.85	273	706	38.67	40.4
006	S	Carroll	60	2319	2.59	411	14.60	91	401	22.69	43.3
007	S	Craig	3	359	0.84	69	4.35	6	67	8.96	28
008	C	Dickenson	111	1963	5.65	365	30.00	129	360	35.83	43.5
009	S	Floyd	19	1023	1.86	168	11.31	35	164	21.34	34.7
010	S	Giles	44	1799	2.45	308	14.29	38	301	12.62	29.9
011	S	Grayson	25	848	2.95	217	11.52	117	212	55.19	44.9
012	S	Highland	1	198	0.51	54	1.85	27	53	50.94	20.2
013	C	Lee	105	2523	4.16	497	21.13	204	485	42.06	40.2
014	S	Pulaski	103	3597	2.86	641	16.07	144	626	23.00	34.7
015	C	Russell	123	2915	4.22	530	23.21	164	517	31.72	40.9
016	C	Scott	83	2365	3.51	432	19.21	126	422	29.86	30.4
017	S	Smyth	79	3073	2.57	582	13.57	125	560	22.01	41.3
018	C	Tazewell	146	4655	3.14	878	16.63	235	857	27.42	34.7
019	S	Washington	154	4201	3.67	743	20.73	154	725	21.24	31.9
020	C	Wise	196	4287	4.57	870	22.53	407	849	47.94	30.3
021	S	Wythe	88	2881	3.05	806	10.92	443	787	56.29	37.0
022	S	Bristol City	77	1561	4.93	269	28.62	60	263	22.81	22.9
023	S	Covington City	15	726	2.07	109	13.76	-17	106		37.7
024	S	Galax City	47	772	6.09	94	50.00	-16	92		35.5
025	S	Norton City	25	440	5.68	76	32.89	20	74	27.03	55.4
		TOTAL	1821	51711	3.52	9829	18.54	2936	9587	30.63	30.1

BEST COPY AVAILABLE

WEST VIRGINIA

001	N	Barbour	39	1537	2.54	307	12.70	96	293	32.76	26.7
002	N	Berkeley	232	4495	5.16	813	28.54	181	775	23.35	33.4
003	N	Boone	77	3007	2.56	672	11.46	276	641	43.06	40.1
004	N	Braxton	67	1337	5.01	241	27.80	51	230	22.17	27.7
005	N	Brooke	54	2581	2.09	430	12.56	41	410	10.00	16.3
006	N	Cabell	234	8012	2.92	1550	15.10	450	1478	30.45	20.7
007	N	Calhoun	34	748	4.55	122	27.87	12	116	10.34	36.6
008	N	Clay	60	1193	5.03	260	23.08	107	248	43.15	40.9
009	N	Doddridge	43	740	5.81	139	30.94	45	133	33.83	35.1
010	N	Fayette	266	5140	5.17	1029	25.85	291	981	29.66	32.6
011	N	Gilmer	43	673	6.39	104	41.35	-8	99		17.0
012	N	Grant	20	962	2.08	205	9.76	64	195	32.82	35.4
013	N	Greenbrier	102	3353	3.01	689	14.80	170	657	25.88	30.7
014	N	Hampshire	45	1445	3.11	301	14.95	84	287	29.27	29.3
015	N	Hancock	62	3252	1.91	644	9.63	117	614	19.06	20
016	N	Hardy	28	925	3.02	184	15.22	43	175	24.57	31.5
017	N	Harrison	132	6340	2.08	1262	10.46	287	1203	23.86	25.5
018	N	Jackson	80	2524	3.17	458	17.47	53	437	12.13	27.4
019	N	Jefferson	111	2661	4.17	540	24.36	190	515	36.89	23.0
020	N	Kanawha	350	17396	2.01	3355	10.43	800	3199	25.01	24.0
021	N	Lewis	39	1753	2.22	340	11.47	69	324	21.30	32.2
022	C	Lincoln	116	2395	4.84	518	22.39	205	494	41.50	40.4
023	C	Logan	202	4864	4.15	1031	19.59	372	983	37.84	30.2
024	C	McDowell	198	4681	4.23	987	20.06	370	941	39.32	53.6
025	N	Marion	208	5489	3.79	943	22.06	108	899	12.01	19.4
026	N	Marshall	74	3522	2.10	586	12.63	-9	359		25.0
027	N	Mason	47	2276	2.07	431	10.90	150	411	36.50	30.6
028	C	Mercer	207	6374	3.25	1276	16.22	490	1217	40.25	27.3
029	N	Mineral	55	2686	2.05	438	12.56	24	418	5.74	10.0
030	C	Mingo	132	3950	3.34	907	14.55	373	865	43.12	44.2
031	N	Monongalia	205	4754	4.31	899	22.80	213	857	24.85	9.7
032	C	Monroe	33	1105	2.99	239	13.81	64	228	28.07	29.2
033	N	Morgan	34	1035	3.29	203	16.75	67	194	34.54	20.0
034	N	Nicholas	76	2756	2.76	563	13.50	131	537	24.39	31.0
035	N	Ohio	114	3542	3.22	619	18.42	45	590	7.63	16.0
036	N	Pendleton	25	715	3.50	128	19.53	10	122	8.20	26.7
037	N	Pleasants	21	786	2.67	143	14.69	8	136	5.88	29.4
038	N	Pocahontas	28	845	3.31	136	20.59	18	130	13.85	34.4
039	N	Preston	89	2983	2.98	533	16.70	101	508	19.88	31.3
040	N	Putnam	95	3874	2.45	680	13.95	81	656	12.35	26.3
041	C	Raleigh	390	7935	4.91	1811	21.54	836	1727	48.41	32.6
042	N	Randolph	111	2618	4.24	557	19.93	172	531	32.39	25.2
043	N	Ritchie	44	889	4.95	157	28.03	35	150	23.33	32.4
044	N	Roane	41	1468	2.79	301	13.62	89	287	31.01	34.0
045	C	Summers	58	1153	5.03	203	28.57	139	269	51.67	42.0
046	N	Taylor	67	1502	4.46	304	22.04	71	290	24.48	31.5
047	N	Tucker	16	830	1.93	178	8.99	41	170	24.12	34.5
048	N	Tyler	25	1270	1.96	260	9.62	69	248	27.82	25.9
049	N	Upshur	41	2210	1.86	464	8.84	164	442	37.10	18.2
050	N	Wayne	168	4556	3.69	916	18.34	290	873	33.22	33.9
051	N	Webster	52	1297	4.01	258	20.16	86	246	34.96	45.7
052	N	Wetzel	66	2300	2.87	358	18.44	-26	341		31.6
053	N	Wirt	9	574	1.57	119	7.56	36	113	31.86	22.5
054	N	Wood	209	8131	2.57	1381	15.13	92	1317	6.99	24.3
055	C	Wyoming	107	3714	2.88	715	14.97	168	682	24.63	43.2
		TOTAL	5482	169218	3.24	32974	16.63	8502	31441	27.04	27.8
		TOTAL ALL STATES	60501	1785642	3.41	315487	19.30	78820	328764	23.97	28.3

Appendix B

Dropout Reduction/Remediation Programs in Appalachia

DROPOUT REDUCTION/REMEDIATION PROGRAMS, PUBLIC SCHOOL SYSTEM

ID	REGION 1/	SCHOOL DISTRICT	COUNTY	PROGRAM TYPE 2/
AL002	S	Oneonta City	Blount	Wk,Co,In
AL003	S	Jacksonville City	Calhoun	Tu
AL003	S	Calhoun County	Calhoun	Tu,Co
AL006	S	Chilton County	Chilton	Co
AL011	S	Cullman City	Cullman	Al,Co
AL014	S	Gadsden City	Etowah	Al,Co
AL016	S	Franklin County	Franklin	Tu,At,Pa
AL018	S	Jefferson County	Jefferson	Al
AL024	S	Marion County	Marion	Tu,Al,Wk,Co
AL024	S	Winfield City	Marion	Tu,Co
AL025	S	Arab City	Marshall	Tu,Co,Pa
AL026	S	Decatur City	Morgan	Al,Co,At
AL033	S	Tuscaloosa County	Tuscaloosa	Tu,Co
AL033	S	Tuscaloosa City	Tuscaloosa	Tu,Al,Co,In
GA010	S	Douglas County	Douglas	Al,Wk
GA022	S	Commerce City	Jackson	Tu
GA024	S	Madison County	Madison	Tu
GA026	S	Paulding County	Paulding	Wk,Co,In
GA027	S	Pickens County	Pickens	Tu,Wk,Co,Pa
GA035	S	Whitfield County	Whitfield	Pa
GA035	S	Dalton Public	Whitfield	Co

1/ S = Southern Appalachia
C = Central Appalachia
N = Northern Appalachia

2/ Tu = Tutorial Activities
Al = Alternative Curriculum or Classes
Wk = Work-Related Activities
Co = Counseling/Advising
At = Attitudinal/Self-Awareness Activities
In = Attendance Incentive Activities
Pa = Parental Involvement

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KY001	C	Adair County	Adair	Tu,Wk,Co,In,Pa
KY002	C	Bath County	Bath	Tu,Wk,At,In
KY004	C	Ashland Independent	Boyd	In
KY008	C	Clark County	Clark	Al,Wk,Co,In
KY022	C	Knott County	Knott	Tu,Co,At
KY023	C	Knox County	Knox	Co,In,Pa
KY024	C	Laurel County	Laurel	Tu,Co,At,In
KY026	C	Lee County	Lee	Co
KY028	C	Letcher County	Letcher	Tu,Wk,Co,At,Pa
KY035	C	Menifee County	Menifee	Tu,Co
KY037	C	Montgomery County	Montgomery	Al,Wk,Co,In
KY039	C	Owsley County	Owsley	Tu,Wk,Co,At,Pa
KY041	C	Pike County	Pike	Wk,Co,At
KY042	C	Powell County	Powell	Al
KY044	C	Rockcastle County	Rockcastle	Wk,Co
KY045	C	Rowan County	Rowan	Tu,Wk
KY049	C	Wolfe County	Wolfe	Al,Co,In
MD001	N	Alleghany County	Alleghany	Al,Co,In,Pa
MD002	N	Garrett County	Garrett	Wk
MD003	N	Washington County	Washington	Al,At
MS001	S	Alcorn County	Alcorn	Tu,Wk,Co
MS005	S	West Point Muni Sep	Clay	Al,Co
MS013	S	Starkville	Oktibbeha	Al
MS014	S	Pontotoc	Pontotoc	Co
MS015	S	Baldwyn	Prentiss	Tu
MS018	S	Union County	Union	Al
MS018	S	New Albany	Union	Tu,Wk
MS020	S	Louisville	Winston	Al

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NY001	N	Friendship Central	Allegany	Tu,At
NY002	N	Johnson City Central	Broome	Al,Wk,At
NY002	N	Susquehanna Vly Ctrl	Broome	Al
NY002	N	Windsor Central	Broome	Co,Pa
NY002	N	Union Endicott Central	Broome	Tu,Al,In
NY002	N	Chenango Forks Central	Broome	Al,Co
NY003	N	Salamanca Public	Cattaraugus	Wk,Co
NY004	N	Southwestern Central	Chautauqua	Tu
NY004	N	Jamestown City	Chautauqua	Al,Wk
NY004	N	Sherman Central	Chautauqua	Tu,Al,Co,Pa
NY005	N	Elmira City	Chemung	Al,Co
NY006	N	South New Berlin	Chenango	Al,Co,At
NY006	N	New Berlin Central	Chenango	Al
NY006	N	Norwich	Chenango	Al,Wk,Co,At
NY006	N	Greene Central	Chenango	Al,Wk
NY007	N	Cincinnatus Central	Cortland	Al
NY008	N	Hancock Central	Delaware	Co,At
NY009	N	Laurens Central	Otsego	Tu,Wk,Co
NY009	N	Gilbertsville Central	Otsego	Co
NY009	N	Richfield Springs Central	Otsego	Co
NY009	N	Schenevus Central	Otsego	Co
NY009	N	Cherry Valley Central	Otsego	Tu,Al,Co
NY010	N	Schoharie Central	Schoharie	Al
NY010	N	Cobleskill Indep Central	Schoharie	Tu,Co
NY010	N	Middleburg Central	Schoharie	Wk
NY012	N	Corning City	Steuben	Al
NY012	N	Troupsburg Central	Steuben	Co
NY013	N	Newark Valley Central	Tioga	Wk,Co
NY014	N	Ithaca City	Tompkins	Tu,Co,At,Pa
NY014	N	Dryden Central	Tompkins	Al,Co

NC002	S	Alleghany County	Alleghany	Tu,Al,Co
NC003	S	Ashe County	Ashe	Tu,Wk,Co,At,In,Pa
NC004	S	Avery County	Avery	Tu,Al,Wk,At
NC005	S	Buncombe County	Buncombe	Co,In
NC005	S	Asheville City	Buncombe	Wk,Co,At,In
NC006	S	Burke County	Burke	Al,Wk,Co
NC007	S	Caldwell County	Caldwell	Wk,Co
NC011	S	Winston-Salem Forsyth County	Forsyth	Al,Wk,Co,At
NC012	S	Graham County	Graham	Wk
NC013	S	Haywood County	Haywood	Co,In,Pa
NC014	S	Henderson County	Henderson	Wk,Co
NC017	S	Macon County	Macon	Wk,Co
NC018	S	Madison County	Madison	Tu,Wk,Co,At
NC019	S	Mitchell County	Mitchell	Wk,Co
NC020	S	Tryon City	Polk	Tu,Wk,Co
NC022	S	Stokes County	Stokes	Wk,Co
NC023	S	Surry County	Surry	Al
NC023	S	Elkin City	Surry	Al,Co,In
NC023	S	Mount Airy City	Surry	Tu,Al,Wk,Co
NC025	S	Transylvania County	Transylvania	Tu,Al,Wk
NC026	S	Watauga County	Watauga	Al,Co,At
NC028	S	Yadkin County	Yadkin	Tu,Al,Wk
NC029	S	Yancey County	Yancey	Tu,Wk,Co,At

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OH002	N	Athens City	Athens	Wk,At
OH002	N	Alexander Local	Athens	Wk
OH002	N	Nelsonville York	Athens	Tu,Wk,Co,At
OH003	N	Barnesville	Belmont	Wk
OH003	N	Bridgeport Exempt Vlg	Belmont	Al,Wk
OH003	N	St. Clairsville Richland	Belmont	Co,In,Pa
OH003	N	Bellaire City	Belmont	Co
OH004	N	Western Brown	Brown	Wk
OH005	N	Brown Local	Carroll	Wk,Co
OH006	N	West Clermont Local	Clermont	Wk,Co
OH007	N	River View	Coshocton	Al,At
OH007	N	Ridgewood Local	Coshocton	Tu,Al,Wk,Co,Pa
OH009	N	Rolling Hills	Guernsey	Wk
OH009	N	East Guernsey Local	Guernsey	Wk
OH015	N	Indian Creek Local	Jefferson	Wk
OH016	N	Symmes Valley Local	Lawrence	Co,Al
OH016	N	Ironton City	Lawrence	Co
OH016	N	Rock Hill Local	Lawrence	Wk
OH020	N	Maysville Local	Muskingum	Tu
OH022	N	New Lexington City	Perry	Al,Wk,Co,At
OH022	N	Northern Local	Perry	Tu,Al,Co
OH023	N	Waverly City	Pike	Al
OH024	N	Chillicothe City	Ross	Wk
OH025	N	Portsmouth City	Scioto	Al
OH025	N	Northwest Local	Scioto	Co
OH025	N	Minford Local	Scioto	Al,Co
OH026	N	New Philadelphia	Tuscarawas	Tu,Wk
OH026	N	Tuscarawas Valley	Tuscarawas	Wk
OH026	N	Dover City	Tuscarawas	Tu,Wk
OH026	N	Newcomerstown	Tuscarawas	Tu,Al,Wk,Co
OH026	N	Garaway Local	Tuscarawas	Wk
OH028	N	Warren Local	Washington	Wk

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PA001	N	Carylnton	Allegheny	Co, Pa
PA001	N	Pittsburgh	Allegheny	Tu, Al, Wo
PA001	N	Shaler Area	Allegheny	Al, Wk
PA001	N	Plum Boro	Allegheny	Tu, Al, Co
PA001	N	Moon Area	Allegheny	Al, Wk, Co, Pa
PA001	N	Baldwin Whitehall	Allegheny	Co
PA003	N	New Brighton Area	Beaver	Tu, Al, Wk, Co, At, In, Pa
PA003	N	Riverside Beaver County	Beaver	Tu
PA005	N	Altoona Area	Blair	Co, In
PA006	N	Wyalusing Area	Bradford	Al, Wk
PA007	N	Mars Area	Butler	Al
PA007	N	Butler Area	Butler	Al
PA007	N	Southwest Butler County	Butler	Al, Wk, At
PA008	N	Greater Johnstown	Cambria	Al, Wk
PA010	N	Palmerton Area	Carbon	Tu, Co, At, In
PA011	N	Bellefonte Area	Centre	Al
PA013	N	DuBois Area	Clearfield	Al, Wk, Co, At, In, Pa
PA018	N	Millcreek TWP	Erie	Al
PA018	N	Erie City	Erie	Tu, Al, Co
PA018	N	Union City	Erie	Al
PA021	N	Southern Fulton	Fulton	Tu
PA023	N	Juniata Valley	Huntington	Tu, Al, Pa
PA027	N	Riverside	Lackawanna	Al, Wk, Co, Pa
PA027	N	Carbondale Area	Lackawanna	Al, Co, Pa
PA027	N	Scranton City	Lackawanna	Al
PA028	N	Ellwood City Area	Lawrence	Tu
PA029	N	Wilkes Barre Area	Luzerne	Al
PA030	N	Jersey Shore Area	Lycoming	Al
PA030	N	Muncy	Lycoming	Al, Wk, Co, At
PA030	N	East Lycoming	Lycoming	Tu, Al, Wk, Co, At, Pa
PA031	N	Otto Eldred	McKean	Co, Pa
PA032	N	Farrell Area	Mercer	Tu, Co, At
PA032	N	Lakeview	Mercer	Tu, Al
PA032	N	Hermitage	Mercer	Tu, Wo, Co, At
PA032	N	Greenville Area	Mercer	Co, At, Pa
PA034	N	Pocono Mountain	Monroe	Al, Co, Pa
PA034	N	East Stroudsburg Area	Monroe	Al, Co
PA035	N	Danville Area	Montour	Al
PA037	N	Greenwood	Perry	Wk
PA040	N	Pine Grove Area	Schuylkill	Wk
PA040	N	Pottsville Area	Mercer	Al, Co
PA042	N	Somerset Area	Somerset	Tu
PA042	N	Windber Area	Somerset	Al, Wk, Co
PA044	N	Elk Lake	Susquehanna	Tu, Al
PA046	N	Lewisburg Area	Union	In
PA047	N	Titusville Area	Venango	Al, Wk
PA049	N	Trinity Area	Washington	Al, Co
PA049	N	California Area	Washington	Co
PA051	N	Hempfield Area	Westmoreland	Wk
PA051	N	Monessen City	Westmoreland	Al
PA051	N	Greensburg Salem	Westmoreland	Al, Wk, Co, At, Pa

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SC005	S	Pickens County	Pickens	Al
SC006	S	Spartanburg County Dist I	Spartanburg	Al,Co
SC006	S	Spartanburg County Dist 7	Spartanburg	Co
SC006	S	Spartanburg County Dist 6	Spartanburg	Tu,Co,At
TN001	C	Oak Ridge City	Anderson	Al,Co
TN003	S	Blount County	Blount	Tu,Al
TN003	S	Maryville City	Blount	Wk,Co
TN007	S	Elizabethtown City	Carter	Al
TN010	S	Cocke County	Cocke	Al,Wk,Co,In
TN017	S	Greeneville City	Greene	Tu
TN020	S	Chattanooga Public	Hamilton	Al
TN027	S	Lenoir City	Loudon	Al,Co
TN030	S	Marion County	Marion	Al
TN040	C	Oneida Special	Scott	Tu,Co,At,In
TN045	S	Unicoi County	Unicoi	Al,Co
TN048	C	Warren County	Warren	Al,Co,In,Pa
TN049	S	Johnson City	Washington	Al
VA001	S	Alleghany Highlands	Alleghany	Al,Co
VA002	S	Bath County	Bath	Al,Wk
VA006	S	Carroll County	Carroll	Al,Wk,Co
VA005	S	Galax City	Carroll	At
VA010	S	Giles County	Giles	Al,Wk,Co,At
VA012	S	Highland County	Highland	Al,Co
VA013	C	Lee County	Lee	Al,Wk
VA017	S	Smyth County	Smyth	Al,Wk,Co
VA019	S	Bristol City	Washington	Wk
VA019	S	Washington County	Washington	Wk,Co
VA020	C	Norton City	Wise	Tu,Al,Co
VA020	C	Wise County	Wise	Al
VA021	S	Wythe County	Wythe	Al,At

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WV001	N	Barbour County	Barbour	Al
WV006	N	Cabell County	Cabell	Tu,Al,Wk,Co,In,Pa
WV010	N	Fayette County	Fayette	Wk
WV012	N	Grant County	Grant	Wk
WV013	N	Greenbrier County	Greenbrier	Co,At
WV016	N	Hardy County	Hardy	Co
WV017	N	Harrison County	Harrison	Co
WV018	N	Jackson County	Jackson	Tu,Wk,Co,At
WV019	N	Jefferson County	Jefferson	Tu,Co
WV023	C	Logan County	Logan	Al,Co,In
WV024	C	McDowell County	McDowell	Al,Wk,Co,At
WV027	N	Mason County	Mason	Al
WV030	C	Mingo County	Mingo	Co
WV031	N	Monongalia County	Monongalia	Al
WV035	N	Ohio County	Ohio	Co,Pa
WV036	N	Pendleton County	Pendelton	Tu,Wk
WV038	N	Pocahontas County	Pocahontas	Al,Wk
WV039	N	Preston County	Preston	Al,Wk,Co
WV040	N	Putnam County	Putnam	Co
WV041	C	Raleigh County	Raleigh	Al,Wk
WV042	N	Randolph County	Randolph	Al
WV043	N	Ritchie County	Ritchie	Tu,Co
WV046	N	Taylor County	Taylor	Al
WV048	N	Tyler County	Tyler	Co,Pa
WV051	N	Webster County	Webster	Al
WV053	N	Wirt County	Wirt	Tu,Co
WV055	C	Wyoming County	Wyoming	Al,Co

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DROPOUT REDUCTION/REMEDIATION PROGRAMS, OTHER THAN PUBLIC SCHOOL SYSTEM

ID	REGION 1/	COUNTIES	PROGRAM TYPE 2/
GA007	S	Cherokee	
GA011	S	Fannin	
GA015	S	Gilmer	3/
GA025	S	Murray	In
GA027	S	Pickens	
GA035	S	Whitfield	
GA001	S	Banks	
GA009	S	Dawson	
GA013	S	Forsyth	
GA014	S	Franklin	
GA018	S	Habersham	4/
GA019	S	Hall	Wk
GA023	S	Lumpkin	
GA029	S	Rabun	
GA030	S	Stephens	
GA031	S	Towns	
GA032	S	Union	
GA034	S	White	
MS004	S	Choctaw	
MS005	S	Clay	
MS009	S	Lowndes	5/
MS012	S	Noxubee	Tu
MS013	S	Oktibbeha	
MS019	S	Webster	
MS020	S	Winston	
NY005	N	Chemung	6/
NY011	N	Schuyler	Tu
NY012	N	Steuben	
NC002	S	Alleghany	
NC003	S	Ashe	
NC004	S	Avery	7/
NC019	S	Mitchell	Tu
NC026	S	Watauga	
NC027	S	Wilkes	
NC029	S	Yancey	

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PA011	N	Centre	
PA014	N	Clinton	
PA015	N	Columbia	
PA025	N	Juniata	
PA030	N	Lycoming	8/
PA033	N	Mifflin	Tu
PA035	N	Montour	
PA036	N	Northumberland	
PA037	N	Perry	
PA041	N	Snyder	
PA046	N	Union	

PA004	N	Bedford	
PA005	N	Blair	
PA008	N	Cambria	9/
PA021	N	Fulton	Tu,Wk
PA023	N	Huntingdon	
PA042	N	Somerset	

TN006	C	Cannon	
TN009	C	Clay	
TN012	C	Cumberland	
TN013	C	Dekalb	
TN014	C	Fentress	
TN023	C	Jackson	
TN029	C	Macon	10/
TN034	C	Overton	Wk
TN035	C	Pickett	
TN037	C	Putnam	
TN043	C	Smith	
TN047	C	Van Buren	
TN048	C	Warren	
TN050	C	White	

WV007	N	Calhoun	
WV018	N	Jackson	
WV037	N	Pleasants	
WV043	N	Ritchie	11/
WV044	N	Roane	Wk
WV048	N	Tyler	
WV053	N	Wirt	
WV054	N	Wood	

WV005	N	Brooke	12/
WV015	N	Hancock	Tu,Co

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1/ S = Southern Appalchia
C = Central Appalchia
N = Northern Appalachia

2/ Tu = Tutorial Activities
Al = Alternative Curriculum or Classes
Wk = Work-Related Activities
Co = Counseling/Advising
AT = Attitudinal/Self-Awareness Activities
In = Attendance Incentive Activities
Pa = Parental Involvement

3/ Contact person: Charles Vanryfelberg, 404-278-7373
4/ Contact person: Sam Dayton, 404-536-3431
5/ Contact person: Dr. Norvelle Burkette, 601-325-3473
Dr. John Harper, 601-323-7203
6/ Contact person: Marsha Weber, 607-962-3021
7/ Contact person: Richard A. Fender, 704-264-5558
8/ Contact person: Mike Wilson, 717-524-4491
9/ Contact person: Marsha Hunter, 814-946-1641
10/ Contact person: Ed Brooks, 615-432-4111
11/ Contact person: Stephen W. George, 304-485-6513
12/ Contact person: John Beck, 614-292-3685

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APPENDIX C

ANNOTATED BIBLIOGRAPHY

Part 1 of this Appendix is an alphabetical listing of references related to dropout reduction/remediation program components. Part 2 is a listing of references of general interest in addressing the high school dropout problem.

Part 1. Dropout Reduction/Remediation Program Components

1. Augustin, J. W., and Novak, J. L. Dropout Prevention: What are the effective Ingredients? Madison: University of Wisconsin, Madison, Wisconsin Vocational Studies Center, 1980. (ERIC Document Reproduction Service No. ED 192 235).

From 1976-79, over 46,000 Wisconsin youth left high school before receiving a high school diploma, a number reflective of a national trend. Research has documented dropout characteristics, their reasons for leaving school, and the consequences of their decisions, but little effort has been made to examine ways in which schools and communities attempt to deal with potential dropouts. The existing programs in Wisconsin designed to assist potential dropouts were identified and catalogued to develop a model for comprehensive dropout prevention strategies. Telephone and mail surveys, site visits, and reviews of school program reports were conducted with school administrative personnel and community-based agency coordinators. Results suggested a dropout intervention strategy which would: (1) be student-centered; (2) offer a variety of services and activities; (3) provide school and community programs at the K-12 level; and (4) use preventive and therapeutic counseling techniques.

2. Beacham, H. C. Reaching and Helping High School Dropouts and Potential School Leavers (Final Report to Florida State Department of Education, Division of Vocational, Technical, and Adult Education). Tallahassee: Florida A and M University, 1980. (ERIC Document Reproduction Service No. ED 236 451).

Although Florida law requires job placement and follow-up services for all students graduating or leaving the school system, there is a lack of understanding about contributing causes and possible solutions to the problem of high school dropouts. To gather information to develop an innovative program to reach dropouts and potential dropouts, 282 Leon County, Florida, students were interviewed. All were high school students identified as potential dropouts, or youths who had already left school before graduating. Results include extensive information on characteristics of dropouts and potential dropouts, family characteristics, attitudes toward vocational programs and extracurricular activities, persons from whom dropouts sought and received help, and changes they suggested for improving schools and encouraging potential dropouts to remain in school. Peer influence, sex differences, and racial differences are also discussed. The findings suggest that most dropouts would return to school if given the opportunity. Based on survey results, recommendations for a dropout prevention program emphasize basic academic and vocational skills as well as opportunities for improving attitudes and self-concepts. Individualized approaches, delivery systems and support systems are also recommended. The appendices include the interview schedules for potential dropouts and for dropouts used in the study, and a high school dropout participation form.

3. Brantner, S. T., and Enderlein, T. E. Identification of potential vocational high school dropouts. Journal of Industrial Teacher Education, 1973, 11, 44-52. (ERIC Document Reproduction Service No. EJ 094 145).

A research survey using twenty student characteristic variables were used to attempt to identify potential high school dropouts from 227 ninth grade male and female students. The results indicated that dropouts can be predicted to a limited degree and have different characteristics than retainees in a vocational program.

4. Burlington City Schools. School Dropout Research Project. Paper presented at Governor's Statewide Conference on School Dropouts, Raleigh, North Carolina, May 18, 1982.

The Dropout Research Project operated by the Burlington City Schools included one year of research and planning and three years of program and curricular experimentation based on the research results. Three questions were posed: (1) What are the identifiable characteristics of dropouts? (2) What are the perceptions of dropouts concerning why they left school? (3) What can be done to alleviate the dropout problem? The research design included two parts: an interview survey of dropouts and a longitudinal study of their school records. These two sets of data were analyzed and the findings used to construct a dropout intervention model designed to attack the dropout problem at all levels of school. At the elementary level the potential dropout will be identified and intervention measures taken to prevent the potential from developing. At the middle level the identified student will be tested for aptitude and interest and guided into a program relevant to his needs. At the Senior level the identified student will be continued through a program designed as realistic preparation for career and life.

5. Cage, B. N. Dropout Prevention (Prepared for the Mississippi State Department of Education, Division of Instruction, Jackson, Mississippi). University, Mississippi: Bureau of Educational Research, University of Mississippi, 1984.

This publication outlines a program for dropout prevention developed for Grades K-6 and 7-12 in Mississippi. It provides a definition of a dropout, a list of characteristics that predict potential dropouts, instruments for use in measuring the degree to which students tend to be dropout prone as well as recommended activities for dealing with the potential dropout. Section A discusses nonattendance in elementary school, identifying the poorly adjusted child, and recommended program for elementary school children. Section B covers characteristics of potential dropouts, recommendations for changing the behavior of potential dropouts, an alternative classroom for potential dropouts with discipline problems, and information for helping pupils who have definitely decided to dropout. Section C contains conclusions.

6. Crabtree, D., and Braden, B. Dropout Prevention: A Sound Investment for the Future, Annual Report. Frankfort: Kentucky Department of Education, 1983.

This report describes a three year study by the Kentucky Department of Education to identify causes for students dropping out of school and the actions taken to address the dropout problem. Sections of the report are (1) why be concerned, (2) how action was taken, (3) what has been done, (4) what is yet to be done, and (5) recommendations. Resources made available to participating school districts are discussed, including six categories of dropout prevention programs. Examples of successful dropout prevention programs within each category are given. Attachments include a potential dropout identification form, a memorandum of agreement for participation in the dropout study, and conclusion drawn about dropouts and persisters.

7. Far West Laboratory for Education Research and Development. Experienced Based Career Education: A Model, (Prepared for Office of Educational Research and Improvement, National Diffusion Network, Washington, D.C.). San Francisco: Far West Laboratory for Education Research and Development, 1984.

An individualized, goal oriented, student initiated learning process that combines classroom learning with counseling and experiences in the community to expand a young person's knowledge of careers and their relationship to education. This model is used in the Adolescent Vocational Exploration program in the State of New York, Bureau of Pupil Services, New York Department of Education.

8. Gitin, L. L. School to Employment Program. District Progress Report, 1963-1964. Buffalo, New York: Buffalo Board of Education, 1964. (ERIC Document Reproduction Service No. ED 001 439).

Part-time work experience and modification of curriculum were designed to help prevent students from dropping out of school. Concern was focused on the satisfactory placement of students in full-time employment if they should leave school. The program was coordinated by the Bureau of Guidance of the State Education Department. Financial assistance was granted by the state on a matching basis to enable communities to continue the project. The annual report covers all aspects of the program--pupils involved, facilities utilized, specifics, including classes taken, work experience provided, employing firms, and field trips, advisory council selection and participation, parental contacts, outcomes, comments by the students, teachers, parents, and employers, general comments, followup of the previous year's student participants, and expenditures involved. The program has demonstrated that potential school dropouts can be retained, if offered a program especially designed to meet their educational needs, appended are records, forms, letters, and curriculum outlines utilized in the administration and promotion of the program.

9. Great Neck Public Schools. An Activity for High School Dropouts. Great Neck, New York: Author, (Undated).

In response to needs of potential dropouts, the Great Neck Public Schools designed and implemented a dropout prevention program. Major program emphasis is on the utilization of mental health professionals. This paper describes program services, which include a "drop-in" room where activities can expand to accommodate student needs.

10. Hobbs, V. Contract Vocational Education: Thr Missouri Model. St. Louis, Missouri: Mid-Continent Regional Education Laboratory, 1983. (ERIC Document Reproduction Service No. ED 250 113).

The Salem-Steelville-Potosi Consortium, located in rural, southeastern Missouri, began its involvement with Contract Vocational Education (CVE) in 1979 and after 15 semesters, 234 contracts had been negotiated with 193 students and over 100 businesses. A prior dropout study had shown the schools that most of their dropouts had limited career aspirations and needed vocational awareness and training. Faced with the usual major impediments to expanding vocational programs in smaller rural schools, the consortium turned to CVE, a program in which local businesspersons contract with schools and families to provide students with specific occupational training at business sites. The training is based on predetermined, competency-based, and individualized performance criteria. Community Occupational and Training Counselors provide low aspiration juniors with competency-based career counseling so that they are eligible for CVE training placement during their senior year. A recent follow-up study showed that of 239 graduated participants, only 18 were unemployed (a rate roughly one-sixth that of their age peers who had not participated in CVE). Following the history of CVE and how it operates, unique aspects and advantages of CVE are listed. The benefits of community-school interaction and consortium arrangements are discussed. Guidelines are provided on adopting the CVE concept. Twelve appendixes contain examples of contract, agreement, survey, and assessment forms.

11. Illinois State Office of Education. Reducing Dropouts through Achievement Motivation. End of Project Report, Title III, E.S.E.A., (Report to the Bureau of Elementary and Secondary Education (DHWE/OE), Washington, D.C.). Springfield: Author, 1974. (ERIC Document Reproduction Service No. ED 117 265).

This is the final report of a three year program for preventing dropout attitudes from developing in the middle schools in grades 6, 7, and 8. The project plans focused on three major goals: staff training for leading the project activities the development of materials for assisting teachers in the project activities, and the provision of teacher-led circle discussions for the students. Tabular sections on student and teacher data include objectives, together with the evaluation technique used to assess each objective and the results obtained. A subsequent section discusses the effects of the project on the clientele. Factors which facilitate the accomplishment of the objective are cited. Two major projects are said to have been met: staff training and the provision of circle discussion activities for all middle school students. Statistical data are seen to indicate significant gains and/or trends in the areas of personal inventory, self-perception, desirable self-traits, personal adjustment, and school related self-esteem. Classroom atmosphere is also said to have improved through this program.

12. Ithaca City School District. Comprehensive Dropout Prevention Program. Ithaca, New York: Author, (Undated).

To address a district-wide problem with dropouts, the Ithaca City School District designed and implemented a comprehensive dropout prevention program. The major focus of the program is the creation of an emotionally comfortable yet educationally productive environment that meets the identified needs of potential dropouts. Program activities, personnel qualifications, and participant needs are described.

13. The Job Preparation Committee and The Governor's Youth Services Committee, The North Carolina Employment and Training Council. A Review of Policy and Program Initiatives to Address the Problem of Dropouts from the Public Schools, (Special Report to the North Carolina Employment and Training Council). Raleigh, North Carolina: Author, (Undated).

In 1981, the North Carolina Employment and Training Council adopted a special report entitled Findings and Recommendations for Addressing the Problem of Dropouts from the Public Schools. In Part I this report examined the state's progress in the areas of concern outlined in that special report. The areas of concern reviewed in Section A of Part I included (1) basic skills instruction, (2) attitudes and skills of teachers and other education professionals, (3) alternatives to the traditional public school curriculum, (4) guidance and counseling services, (5) outreach to students who have dropped out, (6) early childhood programs, and (7) public awareness and support.

Section B of Part I listed supplemental recommendations concerning the dropout problem. Part II presented a schematic description of specific, localized programs as they relate to the broader, policy-based, statewide initiatives.

14. Kaeser, S. C., and Hooper, P. K. Seventh and Eighth Grade Dropouts in Ohio: Research on Who They Are, Why They Leave and How School Districts Count Them, (Report Prepared for Carnegie Corp. of New York, N.Y.). Cleveland: Citizen's Council for Ohio Schools, 1983. (ERIC Document Reproduction Service No. ED 236 488).

Despite the legal mandate for fulltime school participation between the ages of 6 and 18 and the mandate for high school completion, many youths do not fulfill these expectations and are viewed as dropouts. To investigate the characteristics of seventh and eighth grade students who leave school and the reasons why they do so, school personnel in 39 Ohio school districts were interviewed through phone calls and selected school visits. These districts accounted collectively for 94.5 percent (N=436) of seventh grade dropouts and 87.3 percent (N=670) of eighth grade dropouts in the state. Although discrepancies in local district data collection methodologies and definitions of a dropout were found, it was established that the largest single category of dropouts were those individuals whom the school districts could not locate. The reasons students left school included expulsion, pregnancy, being over age for grade, institutionalization, running away, and several other low incidence reasons, e.g., marriage, family responsibility, parent request, and military service. Educator observations on why students leave school include lack of family support for education, troubled homes, and "low normal" intelligence. Improvements in record keeping, disciplinary practices, particularly in regard to expulsion, programs for pregnant teenagers and teenage parents, and additional attention to special academic needs should be undertaken to remedy dropout problems. (Appendices including the data collection form and a detailed report from the Cleveland School District listing dropout data by race, age, and sex).

15. Lotto, L. S. The holding power of vocational curricula: Characteristics of effective dropout prevention programs. Journal of Vocational Education Research, 1982, 7(4), 39-48. (ERIC Document Reproduction Service No. EJ 275 711).

A study of 17 dropout prevention program identified these common characteristics of successful programs: (1) multiple strategies integrated within a single program, (2) placement in environments dissimilar to traditional schools, (3) concentration of resources on a small target population, and (4) emphasis on vactional education and work experience.

16. Marshall University, West Virginia Research Coordinating Unit for Vocational Education. Brief Guidelines on Information and Strategy for Dropout Prevention in West Virginia. Huntington: Author, 1983. (ERIC Document Reproduction Service No. ED 240 278).

This guide is intended to provide teachers and administrators, especially in West Virginia, with information about high school dropouts, their characteristics, and ways to retain potential dropouts in high school. A pretest and answer key precede the text of the report. The first section presents an overview of the dropout problem and its consequences, such as the dropout's greater level of unemployment and lower earnings. In the second section, factors affecting attendance and enrollment are listed, and teachers are given methods for identifying potential dropouts. Checklists of characteristics and worksheets are provided for teachers to identify high-risk students. There is a report summary on dropouts in West Virginia, 1981-1982. The third section contains suggestions for preventing students from dropping out, such as tutoring, counseling, work-related schemes, alternative education, parent involvement, student-centered approaches, and other low-cost dropout prevention activities. The fourth section presents methods of evaluating the success of dropout prevention programs, while the fifth section consists of the results of a survey of dropout prevention activities in West Virginia in 1983.

17. Martin, D. L., Jr. Identifying Potential Dropouts: A Research Report. Frankfort: Kentucky State Department of Education, 1981. (ERIC Document Reproduction Service No. ED 216 304).

While the educational structure seems to meet the needs of most students, a small but significant minority does not see the need to complete high school. To improve the identification of potential dropouts and describe the differences between dropouts and persisters, 536 Kentucky high school students and dropouts were studied. An unexpected outcome was that urban and rural differences were observed on many of the family, personal, and subjective variables. Dropouts were more likely to: (1) be from broken homes; (2) have parents with lower educational levels and occupational status; (3) be white males who were retained more often than persisters; (4) have lower IQ socers; (5) be absent from school, and (6) not get along well with teachers. The findings suggest specific variables related to the dropout/persister problem.

18. Maryland State Department of Education, Division of Instruction, Youth Employability Branch. Confronting the Dropout: Collaborative Approach to Serving the Potential and Actual Early School Leavers (Workshop Report, Jessup, Maryland, September 24-25, 1981). Baltimore, Md.: Author, 1981.

This report summarizes a two-day workshop attended by guidance and counseling personnel, pupil personnel services representatives, members of community-based organizations that work with dropouts, and interested individuals from the private sector. Activities and results of the workshop are described. Major outcomes were: (1) The workshop brought together representatives of a variety of community agencies and local school districts, (2) Participants gained insight into successfully operating dropout programs, (3) Participants became knowledgable about the elements of successful dropout programs, and (4) Several participants expressed interest in follow-up to the workshop. Extensive appendices include workshop materials.

19. Maurer, R. E. Dropout prevention: An intervention model for today's high school. Phi Delta Kappan, 1982, 63(7), 470-71.

This paper describes Project Intercept, a program available from the National Diffusion Network, U.S. Department of Education. The program has been designated as exemplary by the Joint Dissemination Review Panel of the U.S. Department of Education. The project includes four major strategies: (1) teacher/staff inservice training, (2) alternative academic programs for high-risk potential dropouts, (3) training students in social and interpersonal skills, and (4) family intervention training. Measured outcomes indicate that Project Intercept is effective: 4 percent of the treatment group dropped out while 32 percent of the comparison group left school.

20. New York State Department of Education, Bureau of Pupil Services. Holding Power Project. Albany: Author, (Undated).

This paper describes projects in New York State which attempt to address the dropout problem by identifying system (School System, Instructional System) flaws that cause students to leave school. Factors affecting school holding power rates and school retention efforts are discussed. The concept "Holding Power" is defined as the ratio of the number of students graduated to the potential number of graduates, expressed as a percent for any given class.

21. New York State Department of Education, Division of School Registration and Supervision. Alternative High School Equivalency Preparation Programs. Albany: Author, (Undated).

New York has provided an alternative in the high school equivalency program based on analysis of individual needs and on individualized learning program. This paper describes the purpose, activities, and management of one of these alternative degree programs.

22. New York State Education Department, Divisions of ESC Education Planning and Development, School Supervision, and Pupil Personnel Services. Improving Retention Rates: Proceedings of the April 22, 1982 Conference. Albany: Author, 1982.

This is a collection of 15 papers presented at a 1982 conference sponsored by the New York State Education Department on improving retention rates. The papers include descriptions of successful dropout prevention/ remediation programs in the state. A review of the presentations and discussions identified three key points: (1) Early identification followed by help are the keys to success. (2) Keeping identified students in school depends on assuring that someone assumes responsibility for those students--a "caring adult." (3) Necessary activities to keep identified students in school may include: daily attendance checks, talking through problems, sharing successess, helping with personal problems and attitudes.

23. New York State Department of Education. Inside Education. Albany: Author, 1981.

This report describes action to taken by the state of New York to address retention rate in public and nonpublic high schools. In September, 1981, the New York State Board of Regents voted to demand a 90% retention rate from all 1,200 public and nonpublic high schools in the state. A brief history and the factors leading to this action are described.

24. Novak, J., and Daugherty, B. (Eds.). Staying In... A Dropout Handbook, K-12. Madison: University of Wisconsin, Madison, Wisconsin Vocational Studies Center, 1981.

This comprehensive handbook provides resources, tools, and guidelines that can be used by educators and program developers to address the dropout problem. The handbook addresses needs assessment and evaluation, staffing, resources and facilities, in- and out-of-school support, parental involvement, advisory committees, and inservice education.

25. Paul M. Dorman High School, Guidance Department. TLC: Tender Loving Counseling. Spartanburg, South Carolina: Author, 1985.

This booklet describes a dropout prevention program that has been used since 1982-83 at Dorman High School, Spartanburg, South Carolina. The program outline includes characteristics and needs of the target group, program objective, general plans, and the responsibilities of the counselors, administrators, teachers, parents, and participants. Additional information is given about contracts and rewards, identification of participants, budget requirements, tutorial programs, and field trips. Program evaluation by students, faculty, and counselors is briefly described. Resources are listed. A calendar of events is included. The appendix contains program presentation to faculty, forms for referral presentation to faculty, forms for referral feedback to faculty, a letter to parents, student profile form, student information form, student-program contract, student program evaluation form, and a list of teacher characteristics that are important determinants of student interest and success in school.

26. Phillips, A. C. Cities in Schools. Raleigh, North Carolina: State Department of Public Instruction, (Undated).

Cities in Schools, Inc. is a national organization which acts as a coordination, evaluation, research and support mechanism for local demonstration projects that bring together the resources of a city for better meeting student needs. Project objectives, funding, and replicability are discussed.

27. Peng, S. S., and Takai, R. T. High School Dropouts: Descriptive Information from High School and Beyond. Washington: National Center for Education Statistics, 1983. (ERIC Document Reproduction Service No. ED 236 366).

A study was conducted to provide descriptive information about dropout rates by various subgroups, their reported reasons for dropping out, and some activities after leaving school. As part of the longitudinal study, High School and Beyond, the National Center for Education Statistics surveyed 30,000 sophomore and 28,000 senior high school students in 1980 from a representative sample of 1,015 schools, then the center recontacted 12,200 of the seniors and all of the sophomores who remained in their same schools in 1982. The survey also included about 50 percent of those sophomores who had left the schools they attended in 1980, including dropouts, transfers, and early graduates. Response rates were very high, amounting to about 90 percent. Dropouts were identified and asked to complete a questionnaire inquiring about their reasons for dropping out, their plans, and their activities after leaving school. Some of the findings were the following: (1) about 14 percent of high school sophomores of 1980 left school during or after their sophomore year before completing requirements for graduation, (2) by the spring of 1982, many of these dropouts (more than 27 percent) were unemployed or dissatisfied with their work and were looking for work, (3) the majority of those who worked full- or part-time were engaged in low-skilled jobs, (4) most of the dropouts regretted their decision to leave school prematurely, (5) reasons for dropping out included dislike of or expulsion from school, desire to work full-time, or plans to get married, and (6) students from lower socioeconomic backgrounds. The survey authors surmised that knowledge of these findings may help administrators to devise plans to curtail dropping out.

28. Prestholdt, P. H., and Fisher, J. L. Dropping Out of High School: An Application of the Theory of Reasoned Action. Paper presented at the Twenty-ninth annual Meeting of the Southeastern Psychological Association, Atlanta, Georgia, March 23-26, 1983. (ERIC Document Reproduction Service No. ED 244 178).

To develop and test a theoretical model, based on the Theory of Reasoned Action (Fishbein and Ajzen, 1975), for understanding and predicting the decision to stay in or drop out of school, to identify the specific beliefs that are the basis of that decision, and to evaluate the use of moderator variables, (sex, race) to individualize the model, 1,732 tenth grade students completed a questionnaire. The students represented 10 high schools from five school districts. The questionnaire was developed as the result of 250 interviews with high school students. An analysis of the data from 712 subjects (356 persisters, 356 potential dropouts) showed the feasibility of applying the Theory of Reasoned Action to the dropout problem. Social influences and attitudes were found to be the two immediate determinants of a student's intentions. Students decisions were determined more by their own attitudes toward dropping out or staying in school than by their perceptions of what other people wanted them to do. These attitudes were based on the students beliefs about the consequences of their behavior. Generally, the student who was likely to stay in school perceived immediate social benefits and societal rewards for his actions, while the potential dropout had negative feelings about unavoidable school experiences and was less likely to perceive any good reasons for staying in school. The use of moderator variables (sex, race) improved the validity and usefulness of the model. The findings suggest that effective intervention programs must seek to change beliefs in order to change behaviors.

29. Richmond Public Schools. Community/School Comprehensive Dropout Prevention Program. Richmond, Virginia: Author, 1981.

This manual describes the Richmond Public Schools program for improving attendance and academic achievement and to reduce the dropout rate. The program concepts, plan, and implementation schedule are given in the first three sections. The fourth section presents exhibits for community involvement, the comprehensive attendance program, a return to school workshop, the truancy program, plans for a parenting workshop/dinner, and evaluation. The fifth section lists resources.

30. Saterfiel, T. H., and Blackbourn, R. An Economic Analysis of the Effects of Dropouts and State Tax Revenues. Paper presented at the American Educational Research Association (Montreal), Quebec, Canada, April 11-15, 1983. (ERIC Document Reproduction Service No. ED 231 042).

An analysis of the 1981 high school graduating class in Mississippi suggests that greater earnings for students and increased state revenues from income and sales taxes would result if the dropout rate could be reduced to the national average of 10 percent. Subtracting from the total first-grade enrollment (1969-70) both the number of 1981 private school graduates and the number of students not accounted for yields a figure of 45,813 potential graduates. Of this 1981 class, however, 17,730 (38.7 percent) dropped out during the 12 years from 1969 to 1981. Earning figures based on Mississippi census data show that at a 10 percent dropout level the 1981 class would have generated over $90 million more in annual earnings than were earned at the 38.7 percent level. This increase makes the $907,200 cost for implementing a compulsory attendance program in Mississippi a sound investment. Eight tables provide statistics on Mississippi dropouts, enrollments, earnings productivity, and income tax revenues.

31. Scanlon, D. C. Identification of Recruitment Barriers to Vocational Training Programs as Perceived by Students, Teachers, Counselors, and Administrators in Selected Florida Schools. Final Report, 4-1-81 - 6-30-81 (Report to Florida State Department of Education, Tallahassee). Gainesville: Florida State University, 1982. (ERIC Document Reproduction Service No. ED 218 471).

A study examined the barriers to recruitment and retention of disadvantaged, unemployed, underemployed, and out-of-school youth as perceived by students, teachers, counselors, and administrators. To identify such students and barriers, researchers used the following data collection procedures: on-site interviews with 10 Florida area vocational school directors, a mail survey of 260 area vocational school professional staff, and a telephone survey of 10 area vocational school dropouts and 10 re-enrollees. Among the findings were the following: (1) the recruitment practice that received the highest ranking in terms of frequency of use and perceived success was personal contacts with prospective students made by past and present students; (2) approximately 30 percent of those dropouts who returned cited personal contact by school faculty or past/present students as their main reason for returning; and (3) faculty groups perceived the financial needs of students and inability to attend class as the greatest program barriers. Recommendations included calls for increased emphasis on student guidance and counseling, increased financial assistance to remove situational barriers, and development of a model for implementing alternative recruitment/retention strategies.

32. Scanlon, D. C. Recruitment Barriers to Vocational Education Programs as Perceived by Students, Teachers, Counselors and Administrators. Paper presented at the American Vocational Association Convention, Anaheim, California, 1983. (ERIC Document Reproduction Service No. ED 239 102).

A study identifed barrier to successful recruitment and retention of out-of-school youth in vocational education. Personal interviews with directors of the 10 area vocational schools participating in the study provided data on the degree of utilization and success of 35 recruiting practices. The recruiting practice perceived as most successful was "encouraging high school students to take courses while completing graduation requirements", the practice utilized most frequently was "construction of display booths." A telephone survey instrument gathered data on student perception of program barriers. Ten barriers were cited 42 percent of the time as the major reasons for leaving the vocational program. Two were institutional, six situational, and two dispositional. The most frequently cited institutional barrier was "need for more guidance"; the most frequently cited dispositional barrier was "postponed plans temporarily"; the most frequently cited situational barrier was "need for financial aid." A mailed questionnaire generated data from administrators, teachers, and counselors on perceived barriers to program completion. The program barriers they perceived as having the greatest impact were student financial needs, student ability and willingness to attend classes regularly, and lack of student self-motivation.

33. Thomas, H. B. Identification of Strategies to Increase Retention of Disadvantaged Students in Nontraditional Programs in Florida. Final Report from July 1, 1982 to June 30, 1983 (Report to the State Department of Education, Division of Vocational Education, Tallahassee). Tallahassee: Florida State University, Department of Educational Leadership, 1983. (ERIC Document Reproduction Service No. ED 245 083).

A study identified strategies for increasing the retention of disadvantaged students in nontraditional programs in Florida. The first phase of the study consisted of a review of literature concerning working women, the earnings gap between men and women, barriers to enrollment in nontraditional programs, and recruitment and retention strategies. During the next phase of the study, researchers interviewed teachers, counselors, and administrators at three vocational-technical centers, four community colleges, and five high schools, all in Florida, that were identified as having a high percentage of nontraditional students. In addition, they administered surveys to 465 students enrolled in program areas at these 12 institutions. Based on their analysis of the information obtained from these interviews and from the survey, the researchers identified a series of recruitment, counseling, training, pretraining, placement, and follow-up strategies that appeared successful in the 12 schools examined. As a further validation measure, a cross-tabulation was made between the items included in the student survey form and the context of the strategies. After thus establishing the validity of the strategies, the researchers incorporated the strategies into a manual on strategies for increasing the retention of disadvantaged students in nontraditional vocational programs in Florida.

34. U.S. Department of Education, National Diffusion Network Division. *Alternative learning projects*. In U.S. Department of Education, National Diffusion Network Division, *Educational Programs That Work*. Washington: Author, 1984.

A description of a comprehensive secondary school dropout prevention program that has been designated as exemplary by the Joint Dissemination Review Panel of the U.S. Department of Education (DOE). Program emphasis is on continuous personal counseling and student responsibility. External evaluation shows the project has greatly reduced absenteeism and dropout rates.

35. U.S. Department of Education, National Diffusion Network Division. *Positive Attitude Toward Learning*. In U.S. Department of Education National Diffusion Network Division, *Educational Programs That Work*. Washington: Author, 1984.

A description of a dropout prevention program that has been designated as exemplary by the Joint Dissemination Review Panel of the U.S. Department of Education (DOE). Program focuses on the development of positive attitudes toward learning. Program objectives, procedures, and evaluation are discussed.

36. Waltz, F. C. *Identification of Recruitment Barriers to Vocational Training Programs as Perceived by Students, Teachers, Counselors, and Administrators in Selected Florida Schools. Phase II. Final Report: Project No. 3-2D31 from July 1, 1982 to June 30, 1983*. (Report to Florida State Department of Education, Tallahassee). Gainesville: Florida State University, 1983. (ERIC Document Reproduction Service No. ED 230 767).

This study was conducted to develop a means for implementing proven recruitment strategies to attract and retain students in postsecondary vocational programs in Florida. In order to achieve this purpose, the following objectives were set: (1) to identify methods to overcome the most significant barriers to student retention identified by students, administrators, teachers, and counselors; (2) to develop alternative strategies for student recruitment that address specific barriers identified by vocational school dropouts and reenrollees; and (3) to develop a model for implementing alternative recruitment and retention strategies in vocational programs. Through a survey of national leaders in vocational education, six states were identified as leaders in postsecondary vocational education, and state directors from these states identified exemplary programs. Local administrators were interviewed by telephone to ascertain strategies to overcome the identified barriers to student retention. These strategies were synthesized into a survey instrument through which a national sample of vocational administrators were asked to assess the degree of implementation and success of these strategies. It was found that 13 major barriers to students completing vocational training exist; 45 strategies have been used successfully to address these barriers. The most successful strategies usually were the innovative ones. Based on the data collected, a model for student recruitment and retention was developed.

37. Wasil, R. A. Model for Implementation of School Follow-Up System, 1974. (ERIC Document Reproduction Service No. ED 106 478).

This guide describes a followup study procedure for obtaining from high school graduates and dropouts information concerning their present employment status, training interests, personal data, employment interests, transportation type, training and education, and questions and comments. The study procedure is longitudinal and four phased. The initial baseline study (taken before graduation or dropping out) and the one-year followup phase are recommended for all students to determine personal and vocational data. The three-year followup phase is primarily geared toward obtaining employment information from vocational students, and educational information from college preparatory students. The five-year followup is intended to ascertain similar information, along with former students' estimations of the quality of the high school education/training experience. Samples and discussions of the following forms comprise over 50 pages of the document: the followup questionnaire; the alumni survey; the employer followup survey; the school attendance study of 1973; the State of Ohio base line phase and first-year phase surveys; the State of Michigan followup survey of 1973 graduates; and the State of Florida vocational, technical and adult education followup and employer surveys.

Part 2: General References

Anderson, S. M. The Dropout Prevention Program, 1971-72 Regular and 1972 Summer Terms. Consolidated Program Information Report. Washington: National Center for Education Statistics (DHEW), 1975. (ERIC Document Reproduction Service No. ED 124 609).

The data in this report come from the 1972 Consolidated Program Information Report (CPIR) designed to provide information about federal educational aid programs at the local level. These data focus on the characteristics of the children who participate, the total staff involved, and all expenditures incurred in the operation of federal dropout programs in local school districts. Participants in the 21 projects reviewed include dropouts, potential dropouts, and former dropouts. Almost all of the participants are enrolled in public schools. Participation is 21,200 for the regular school term and 2,050 for summer school. Some participants attend both regular and summer sessions. Of the total $8.1 million expended, an estimated $2.5 million is expended for direct educative services in such areas as English usage arts, culture, and science. Pupil services account for about 21 percent of the total expenditures. This category includes food services, pupil transportation, health services, guidance, counseling, and others. An estimated 31 percent is spent on administration and program development, including general and instructional administration, information dissemination, research and development, planning, evaluation, demonstration, and personnel development. Instructional administration accounts for nearly $1.2 million, and program development for $676,000. Of the total amount expended for program development, $365,000 is spent for inservice and preservice training of staff personnel.

Cinal, T. L. The School Dropout: Causes, Effects, and Solutions, 1982. (ERIC Document Reproduction Service No. ED 221 820).

This document reviews the literature on elementary and secondary school dropouts and notes the effects and possible solutions to the dropout problem. Statistical findings about dropouts from the 1960's to the present are presented along with methods of predicting who the dropouts will be. Dropout characteristics, including psychological, social, academic and vocational, are described. The impact of dropping out on income and occupation, as well as the effect of the family and society, is discussed. The remainder of the materials is divided according to dropout programs including alternative schools, adult counseling, peer counseling, vocational education and work study programs. A glossary and annotated bibliography are also provided.

Crew, B. K. Dropouts and Functional Illiteracy Rates in Central Appalachia (Appalachia Data Bank (Appalachia Data Bank Report #1). Lexington, Kentucky: University of Kentucky, Appalachian Center, 1985.

This report documents some key education deficiencies in the 85 Central Appalachian counties of Kentucky, Tennessee, Virginia, and West Virginia. Using data from the 1980 Census, the report compares dropout rates of Central Appalachian and non-Central Appalachian counties for each of the four states. "Dropouts" are defined as youths (age 16-19) who have not completed high school and are not currently enrolled. The comparison shows dropout rates to be considerably higher in Central Appalachian counties. An additional analysis showed that Central Appalachian counties are more likely to have poverty levels above the median than are the counties not in Central Appalachia. Additionally, the link between high levels of poverty and dropout rates is examined by a comparison of the eighteen counties with the highest dropout rate in Central Appalachia and the eight counties with the lowest dropout rates in Central Appalachia. With few exceptions, these two extreme groups are neatly separatede by (1) the percent over age 25 with 0-8 years education, (2) the percent below poverty level, (3) the percent of local school revenue, (4) the annual expense per pupil (dollars), and (5) the pupil/teacher ratio. Further analysis showed that the counties in the Central Appalachian region have higher average proportions of adults with less than ninth-grade education than do the non-Central Appalachian counties.

Fuller, G. B. and Friedrich, D. Rural high school dropout: A descriptive analysis. Perceptual and Motor Skills, 1972, 35, 195-201.

This study explored some of the characteristics of a group of 39 students (10 females, 29 males) identified as having left school before graduation in a rural public school district over the last 5 years. These students were matched with a control group for sex and number of years in school. Cumulative record files were used and 11 different variables examined. Variables distinguishing the two groups were identified and discussed, and suggestions were made as to how these variables could be used to identify potential dropouts. Some comparisons were made of present results and current conceptualizations about school dropouts. Finally, some implications for preventing dropouts were discussed.

McDill, E. L., Natriello, G., and Pallas, A. M. Uncommon sense: School administrators, school reform, and potential dropouts. In Mann, D., Report of the National Invitational Working Conference on Holding Power and Dropouts. New York: Columbia University, Teachers College, Department of Educational Administration, 1985.

This paper argues (1) that the dropout problem in American schools is severe and deserving of attention and (2) that the current educational reform movement has nearly completely failed to attend to the dropout problem. It then considers the potential positive and negative effects of the reforms on the dropout problem. Finally, it presents a series of practical suggestions for school administrators who must continue to deal with the dropout problem in the context of reforms that may both ignore and aggravate the problem. These include: (1) re-double efforts to monitor dropouts at the district and building level, (2) insist upon adequate evaluation of the new reform policies, (3) insist that effects on potential dropouts be considered in any assessment of the reforms, (4) continue to serve potential dropouts with special programs that have proven success in the past, and (5) provide educational services with flexiable time options.

Mann, D. Report of the National Invitational Working Conference on Holding Power and Dropouts. (Conference sponsored by the American Can Company Foundation). New York: Columbia University, Teachers College, Department of Educational Administration, 1985.

In February 1985, the American Can Company Foundation sponsored a two-and-a-half-day national invitational conference on dropouts and holding power. The conference had three purposes: (1) to exchange information among the participating areas about practices and problems, (2) to determine the level of continuing interest in the area, and (3) to direct attention to school holding power and dropouts. Conference procedures are described. The author presents his own thoughts about some of the most important issues from the conference's work. These issues are (1) need for better data, (2) why we don't have more accurate information, (3) improving the information base, (4) holding power in schools vs. post-school remediation, (5) "successful" programming, (6) "comprehensive competencies program" (CCP), (7) outcomes, (8) obstacles, and (9) who's to blame? The Appendices include a guest list, agenda, lists of program variables and policy by district, and a copy of a paper prepared for the conference.

Marshall University, West Virginia Research Coordinating Unit for Vocational Education. Dropornaut. Huntington, West Virginia: Author, (Undated).

This report compiled information on West Virginia dropout data from 1973 to 1984, West Virginia dropout percentages by county for 1983-84 and 1982-83, reasons for leaving school, indicators of characteristics of potential dropouts, and dropout prevention strategy. The appendix contains an explanatory model of factors influencing high school completion and labor market outcomes; recommended task force activities; guidelines for identifying dropout-prone pupils; a discussion of the basic personal needs of dropouts; a statement of educational philosophy; dropout prevention program objectives; suggestions for involving dropouts in extracurricular activities; objectives, tasks, and evaluation of inservice training; guidelines for dealing with recalcitrant pupils; suggested policies for married and pregnant pupils; and guidelines for community involvement.

Minnesota State Department of Education. Secondary School Dropouts. St. Paul: Author, 1981. (ERIC Document Reproduction Service No. ED 205 684).

This report on secondary school dropouts consists of an analysis of the scope and nature of the dropout problem, a discussion of successful programs and activities for dropouts, a description of a pilot study involving Minnesota public secondary schools and Comprehensive Employment and Training Act (CETA) agencies, and presentation of recommendations based on study findings. Discussed in the section describing the scope of the dropout problem are rates and trends; dropout subgroups (age/grade level, sex, American Indians, Blacks, Hispanics, migrant workers, and youth with limited English proficiency); socioeconomic status; and problems and circumstances (withdrawal reasons, educational achievement, ability level, school attitudes and behavior, delinquency, mental health, self-concept, family life, abuse, and economics). Examined next are program planning considerations; five local Minnesota dropout programs; four local programs outside Minnesota; state-initiated programs and services in ten states (Minnesota, Maine, Oregon, South Carolina, California, North Carolina, Washington, Louisiana, Florida, and North Dakota); and federally sponsored programs (Job Corps and the Youth Incentive Entitlement Pilot Projects). Summarized next are data concerning student characteristics as obtained from a pilot study involving 24 Minnesota public schools and 24 counterpart CETA agencies. Recommendations relating to program development, funding, cooperation, and technical assistance are presented.

Weber, J. M. and Silvani-Lacey, C. Building Basic Skills: The Dropout (Research and Development Series No. 236) Columbus: National Center for Research in Vocational Education, Ohio State University, 1983. (ERIC Document Reproduction Service No. ED 232 014).

A study synthesized existing data and information on the characteristics of actual and potential dropouts and identified strategies and techniques employed in vocational programs in order to remedy basic skill deficiencies in these youths. During the study, a variety of sources were examined, including school performance and job proficiency data, standardized test scores, various research studies, and research projects to address the skill needs of dropouts. Data from these sources revealed that the average performance of secondary vocational students on standardized basic skill measures is between the 35th and 40th percentile or about one-half a standard deviation unit below the average for all secondary students. The average performance of potential and actual secondary school dropouts is near the 25th percentile. Furthermore, the performance of dropouts in reading and math areas appears to be equally poor. It appears, however, that when potential and actual dropouts are afforded the opportunity to participate in vocationally oriented programs that have an integrated basic skills component, their basic skills attainment will usually increase substantially. Based on the study, recommendations were made calling for earlier certification of potential dropouts, for increased use of individualized instruction or materials, and for further research on the benefits and problems of innovative, flexible program delivery.